BUSINESS ENGLISH

ROSS

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BUSINESS ENGLISH

BY

J. WALTER ROSS

FOR USE IN ALL SCHOOLS OFFERING THE SUBJECT OF BUSINESS ENGLISH

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PREFACE

The plan of presentation used in this book differs from that which is usually followed. The definition of a part of speech, its properties, and syntax are treated in the same chapter instead of in two or three different parts of the book. The advantage claimed for this plan is that it allows the student to concentrate his attention upon each part of speech a sufficient length of time to get it thoroughly fixed in mind. Again, this immediate following of syntax in each chapter enables him to see why he should learn to discriminate between parts of speech and understand their properties.

By constant review the student's mind is kept refreshed upon the details of language organization and their logical relations to one another. This prevents the confusion so liable to result from the usual manner of treatment.

It will be seen that in order to carry out this plan consistently and effectively, it is necessary to present the parts of speech in a rather radically different order from that usually followed. For example, the pronoun, which is ordinarily presented immediately after the noun, is not taken up in this book until the student has made a thorough study of the other parts of speech with which the pronoun comes into direct relation in sentence building; namely, the verb, the conjunction, and the preposition. It is hoped that this procedure will not be hastily condemned for the reason that it is different; it is believed that unbiased consideration will show it to be as logical as it is unusual.

It is believed that the substitution of an ample quantity of exercise material for lengthy discussions will be approved by both teachers and students. An earnest effort has been made to have the exercises involve those problems which the student will have to solve in his own composition. The greater part of the work required is, therefore, con-

structive rather than analytical; or perhaps it would be more accurate to say constructive as well as analytical. The frequent composition assignments in this edition further emphasize the constructive feature.

Much that is found in many grammars has been omitted in this book. Fine distinctions and technical questions have been purposely avoided. Our aim is to teach thoroughly those principles which are essential to the writing of grammatically correct English.

In the exercises on punctuation, the paragraph instead of the single sentence is used as the unit. This affords a constant review of full stop marks and develops the sentence sense.

In the section on letter-writing, the student is not only led by easy steps to a mastery of the mechanical makeup, but is also given valuable information bearing upon the general laws of business composition.

The material used in illustrations and exercises has been gathered from many sources. Only a small portion of it is original. For valuable ideas and material, we are indebted to Edwin Herbert Lewis, Ph. D., LL. D., Glen Arnold Grove, M. A., and H. I. Strang. Special acknowledgment is due to "Business Correspondence," published by the A. W. Shaw Publishing Co., for ideas and material used in the lesson devoted to the selling letter, and to "Modern Filing," published by Yawman & Erbe Manufacturing Company.

THE AUTHOR.

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TO THE STUDENT

In the teaching of English the pendulum has swung from one extreme to another in the last half century. Formerly the student's time and effort were given almost wholly to analytical work and academic discussion of grammatical technique. The dry tedium of this procedure was naturally discouraging to the student with consequent unsatisfactory results.

Then it was concluded that the study of formal grammar was futile, and the reading of standard literature and the study of composition were substituted, making grammar at best only an incidental feature of the courses. The wisdom, or rather the lack of wisdom, of this abrupt change is reflected in the inability of the great majority of the graduates of our public schools to apply the fundamental principles of grammar in original composition.

This is not a pleasant admission to make, but, for the good of the cause of education, it is better to face conditions and facts as they are than to theorize on what ought to be.

It is surely a logical conclusion that there is a happy medium between the extremes mentioned above that will make the work of both the teacher and the pupil more pleasant, practical, and resultful. This book is the author's interpretation of such a course. It is believed that the student will pursue it with more interest and secure from it more benefit if he knows in advance something about the author's plans and aims and how this course differs from others.

It is probably safe to assume that tne students into whose hands this book will come may be divided into two groups. In one are those, who, for one reason or another, have failed to acquire that practical working knowledge of English which the author has undertaken to present.

Then, no doubt, there are those who have already devoted considerable time to the study of English, and who are inclined to ask why they should pursue still another course, a part of which at least seems at first consideration to be a duplication of work already done. In this connection they may ask, "What is business English? Is it different from other English?" The same question might be asked about business arithmetic or business writing. The answer is the same in all three instances. The fundamental principles are, of course, the same. There is a difference, however, in the application. The study of writing, arithmetic, or English as applied in business differs from general courses in two particulars:

First, the study is confined to the *essentials*. In business arithmetic we find only problems of the kind that are met in business. Problems whose only virtue is that they furnish mental gymnastics are omitted. In business writing, legibility is the main consideration. Flourishing and ornamentation have little or no place there. So in business English, clearness, correctness, and force, are the qualities striven for. Beauty, except as that term may be applied to a perfect blending of clearness, correctness, and force, has little or no place in business communication.

The other distinguishing characteristic of business courses is the emphasis placed upon dispatch. The efficient business man or woman must be able, first of all, to calculate with accuracy, to write legibly, to compose correctly, clearly, and forcefully; but he must also be able to do all these things with *speed*. This latter requirement makes obvious the desirability of a thorough review of the fundamental principles applied in the kind of sentences used in every day life.

Keeping constantly in mind the two groups of students referred to, the author has striven to outline the course in such a way and to select such material as will enable the former in some measure to make up a part of their lost time, and to furnish the other with such a review as will enable them to adapt effectively their knowledge to business purposes.

It should carry some assurance to the student to say that only a minimum amount of analysis, parsing, de-

clension, etc., is required. Instead of analyzing passages from the choice literature of the ages, he is asked, after learning a few fundamental principles, to solve problems involving the construction of just such sentences as he will have to deal with in business communications.

Let it be understood that it is the author's earnest desire to save as much of the student's time and energy as possible consistent with a thorough mastery of the essential principles of English. To this end he has avoided the discussion of many fine distinctions. For example: many pages could have been devoted to the infinitive. In fact books have been written on infinitives and participles. The author has contented himself to teach two essential rules: namely, to avoid, as a general rule, splitting an infinitive, and how to use correctly the present and the perfect infinitive. Several pages might have been devoted to argument as to how certain pronouns should be classified; that is, as to what they should be *called* in certain constructions. Instead simple rules have been given for their correct *use*. The student may rest assured that for everything he is asked to learn there is a reason. The mastery of each principle here presented will reduce liability to error in the *use* of English. Analysis is reduced to a minimum and emphasis is placed upon *construction* throughout. The solution of language problems is based on reasoning just as is the solution of mathematical problems.

After the elimination of non-essential material, this course differs from the conventional grammar in the order of presentation. Ordinarily, this is about the way the subject is approached: First, the student is asked to memorize the definitions of *all* the parts of speech. Then come the properties of all the parts of speech. Finally he takes up the syntax, or rules governing the uses of all the parts of speech. Fortunate and exceptional indeed is the student who, even before getting into the mysteries of syntax, does not find himself lost in a mental maze from which he sees little hope of ever extricating himself. Obviously this is the result of attempting to learn many new things in rapid succession. By making a radical departure from this time-honored procedure the author

has evolved a method of developing the subject which removes all cause for confusion. The following paragraphs constitute an outline of the course.

In view of the many influences that have played their parts in the evolution of the English language it is a remarkable fact that its study can be reduced to anything resembling a system. And it is equally remarkable that the hundreds of thousands of words are used in only *eight* different ways. It is the function of grammar, then, to define each of these uses; that is, to classify the words of the language; to explain and define the properties of each class or part of speech, that is, those characteristics that affect the forms of words, as number of nouns and verbs, etc., to set down rules governing the relations between the different classes of words. Grammar might aptly be compared to an architect's specifications for a building. It names the materials used and explains certain characteristics, or qualities, or properties, that these must possess; it gives directions as to how they must be put into the structure—the sentence.

In this text the parts of speech are presented in such order that the student can concentrate his efforts on one at a time until he has mastered it—definition, classification, properties, and syntax. In the first chapter, the noun is presented. The student is not merely *told* what a noun is but he is *shown* how it is used in a sentence. He is led by easy steps until he is able to recognize and classify nouns, and before taking up any other part of speech, he studies gender and number and learns how to write possessive forms. He is not asked to parse nouns in the nominative and the objective case for the reason that a noun is spelled, written, and spoken precisely the same in both these constructions.

The noun is followed by its modifier, the adjective. As these two parts of speech are always used in direct relation to each other, this order of presentation permits a complete treatment of the adjective and a review of the noun in this second chapter. The student learns in this chapter how to place the adjective, how to use it in making comparisons, and how to use the compound adjective.

Next comes the verb, the essential element of every

sentence. As the noun stands in two different relations to the verb and is modified by the adjective, it is obvious that in this chapter we can study the verb completely and review the adjective and the noun. Prominence is given in this chapter to simple rules governing such distinctions as shall and will; may and can; sit and set; saw and seen, to go and to have gone; if it was and if it were, etc.

Following the verb, the modifier of the verb, the adverb, is presented. Here the student will learn how to determine whether to use quick or quickly, satisfactory or satisfactorily, etc. This chapter gives also a thorough review of the noun, the adjective, and the verb.

Then the connectives—the preposition and the conjunction—are studied, and the noun, the adjective, the verb, and the adverb are reviewed.

The pronoun in most texts is treated in the chapter on nouns, but as it has direct grammatical relations with the noun, the verb, the adjective, the conjunction, and the preposition, it can not be fully treated until all these parts of speech have been presented. It is therefore presented, here, in the last chapter of grammar. There are two important groups of rules governing the use of the pronoun: Those relating to agreement with antecedent, and those that have to do with case forms. There are two distinct uses of each of the three case forms. These are taken up separately, then all are included in miscellaneous exercises.

After a general review exercise bringing in all the essential principles covered in the grammar, a brief study is made of the classification and construction of sentences. Throughout the course, to make sure the student is acquiring *usable* knowledge, and to give him an opportunity of thinking his problems through from a practical angle, he is asked from time to time to make original application of the principles learned.

It will be seen from the above outline that once the student has learned a principle, the continuous review running through the course, will give him no opportunity to forget it. By diligent application he should be able on completion of the lessons in grammar to write with dispatch sentences clear in meaning and grammatically correct. Then he will be ready, after a few lessons in punc-

tuation and capitalization, to take up the study of business letter writing.

The study of business letter writing begins with the form, the mechanical makeup of the letter. The details pertaining to approved usage are impressed by description and models and finally through carefully graded problems to be solved by the student.

The composition of the business letter begins with the simple types requiring a minimum of originality on the part of the student. The exercises for each class of letters are preceded by discussion of the salient features and sufficient models to enable the student to undertake his task with confidence and assurance. Gradually are introduced more difficult types, requiring an increasing amount of independent thought, the series ending with a complete analysis of the selling letter, followed by outlines of actual sales letters to be written by the student.

On completion of the course, the student who has applied himself diligently will be able to qualify as correspondent and to perform his duties in a manner that will be a source of deep satisfaction both to himself and to his employer.

BUSINESS ENGLISH

CHAPTER I

NOUNS

A NOUN is a word used as a name.

Classification of Nouns

A COMMON NOUN is a name that applies to all objects of the same class:

The *firm* carries a full *line* of *boots*, *shoes*, *hats*, and *caps*. He saw in the *window* a *box* of *paper*, a *book*, some *pens*, a *puzzle*, and some *magazines*.

A PROPER NOUN is the name of a particular person, place, or thing:

James and *John* visited *Chicago*. While there they stayed at the *Sherman Hotel*.

A proper noun should always begin with a capital letter.

Exercise 1

Classify the italicized nouns in the following sentences Rewrite, capitalizing proper nouns:

1. The *course* consists of the *study* of *english*, *arithmetic*, *penmanship*, *bookkeeping*, and *law*.
2. We read in our *histories* of the *landing* of the *pilgrims*.
3. The *congregation* was in *tears*.
4. *England* has a large *army* and a powerful *navy*.
5. *George washington* was the first *president* of the *united states*.
6. Each *man* must take his *turn*.

7. He received a *letter* from *j. s. browning, bowling green, kentucky.*
8. We were talking with *senator johnson.*
9. A *book* entitled the *panama canal* has been written by *frederic j. haskin.*
10. It is the *duty* of the *united states* to establish and maintain a *government* in *cuba*, of some *sort*, as much as it is her *duty* to maintain a similar *government* in *alaska* or *missouri.*

CLASSIFICATION OF COMMON NOUNS

Common nouns are divided into four classes: ABSTRACT, COLLECTIVE, VERBAL, and CLASS.

An ABSTRACT NOUN is the name of a quality, condition, or an action, considered abstractly; that is, apart from its natural connection:

He rendered valuable *assistance* in the *preparation* of the manuscript.

He is a man of academic *wisdom.*

Necessity is the certain *connection* between cause and effect.

The greatest *pleasure* I know is to do a good *action* by *stealth*, and to have it found out by accident.

Most abstract nouns are derived from other parts of speech; as, *assistance* from *assist; preparation* from *prepare; wisdom* from *wise; necessity* from *necessary; pleasure* from *please; action* from *act.*

Exercise 2

Tell from what word each of the following abstract nouns is derived:

judgment	patriotism	brotherhood	wisdom
justice	length	agency	choice
simplicity	belief	imagination	deceit
unity	service	partnership	manhood
infancy	patience	occupation	freedom

Form abstract nouns from the following words:

move	high	king	see
speak	red	wide	brave
thieve	stupid	regular	noble
serve	child	deceive	relieve
prudent	master	friend	honest

A COLLECTIVE NOUN is the name of a collection of persons or things:

The *congregation* was in tears.
The shepherd was tending his *flock*.
The *committee* is ready to report.
The *fleet* returned to Spain.

Exercise 3

Name collective nouns that will embrace groups of each of the following individual nouns:

horse	bird	fish	pupil
bee	soldier	book	ship
ruffian	worshiper	man	sheep

A VERBAL NOUN is a noun ending in *ing* that is the name of an action or of a state of being:

Walking is healthful exercise.
He spread his *blessing* over the land.
There is no time for such *reasonings*.
Do you insist on our *keeping* the goods?

It should be noted that these words do not *express* action, but are the *names* of actions. Compare these two sentences.

(Expressing action) Mary is *singing* an old song.
(Naming action) Mary's *singing* is very sweet.

Exercise 4

Tell whether the italicized nouns are abstract, collective, or verbal:

1. Your *goodness* must have some edge to it—else it is none.
2. It was the boy's *lying* that enraged the teacher.

3. Our greatest glory is not in never *falling*, but in *rising* every time we fall.

4. The *jury's finding* for the plaintiff was a surprise to all

5. The *herd* was quietly grazing.

6. Victory is born of *endurance*.

7. We know that he will succeed in his *undertaking*.

8. The *committee* considered him for a director.

9. The *singing* of the nightingale is a great treat.

10. England's *strength* lies in her navy.

11. *Yachting* is a pleasant pastime.

12. A *committee* is a miniature *assembly*.

13. The *army* was delayed by the *burning* of the bridges.

14. *Kindness* is commendable.

15. The *warmth* and *closeness* of the room oppressed me.

A CLASS NOUN is any common noun that is not a collective, an abstract, or a verbal noun; as, chair, book, door, etc.

Exercise 5

Copy the nouns, arranging abstract nouns in the first column, collective in the second, verbal in the third, and class in the fourth:

1. Service is the keynote of success.

2. His arrival was the signal for prolonged applause.

3. The regiment has returned from the border.

4. Running and rowing are healthful exercises.

5. The man's swearing was inexcusable.

6. His leaving so suddenly surprised the company.

7. Poor writing was the cause of his failure.

8. A group of merry children burst into the room.

9. The congregation listened with interest to the minister's message.

10. I did not think of your returning so soon.

PROPERTIES OF NOUNS

NUMBER is that quality of a word which shows whether it refers to one or more than one.

SINGULAR NUMBER refers to one; as, month, book, table, pencil, etc.

PLURAL NUMBER refers to more than one; as, months, books, tables, pencils, etc.

Plurals of most singular nouns are formed by adding *s* or *es* to the singular; as, state, states; note, notes; book, books; box, boxes; dish, dishes.

Nouns ending in *y* preceded by a vowel (*a*, *e*, *i*, *o*, *u*) add *s*; as, valley, valleys; attorney, attorneys.

Nouns ending in *y* preceded by a consonant (any letter other than a vowel) change *y* to *i* and add *es;* as, candy, candies; army, armies.

Most nouns ending in *f* or *fe* add *s;* as, scarf, scarfs; safe, safes.

A few change *f* or *fe* to *v* and add *es;* as, wife, wives; beef, beeves.

Most nouns ending in *o* preceded by a consonant add *es;* as, tomato, tomatoes; cargo, cargoes; volcano, volcanoes; motto, mottoes; negro, negroes.

Nouns ending in *o* preceded by a vowel add *s;* as, studio, studios; cameo, cameos; folio, folios; nuncio, nuncios; trio, trios.

Many nouns form their plurals irregularly; as, man, men; ox, oxen; goose, geese; foot, feet; mouse, mice.

Letters, figures, characters, etc., add the apostrophe and *s*; as, 6, 6's; x, x's; *, *'s.

In forming the plurals of proper names where a title is used, either the title or the name may be put in the plural form; as, the Misses Brown or the Miss Browns.

Some nouns are the same in both singular and plural; as, deer, series, means, gross, sheep, etc.

Some nouns are always plural in form, but singular in meaning; as, politics, news, molasses, ethics.

Some nouns have two plurals that differ in meaning:

brothers (same family)	brethren (same society)
shots (times fired)	shot (number of balls)
fishes (individuals)	fish (quantity)
heads (of bodies)	head (cattle)
pennies (coins)	pence (value in pennies)

Foreign nouns usually retain the plurals of the language from which they come:

Singular	*Plural*
datum	data
memorandum	memoranda
analysis	analyses
terminus	termini
basis	bases

Compound nouns are those formed by the union of two words, either two nouns or a noun joined to some descriptive word or phrase; as, man-servant, mother-in-law, attorney-at-law.

The plural number of compound nouns is usually shown by adding *s* to the principal word; as, mothers-in-law, courts-martial. In a few compounds both parts take a plural form; as, men-servants, knights-templars.

Exercise 6

Write the plural, if any, of every singular noun in the following list; and the singular, if any, of every plural noun. Note those having no singular and those having no plural.

When in doubt about any of these forms, consult an unabridged dictionary:

news	goods	thanks	scissors
proceeds	puppy	studio	survey
attorney	arch	belief	chief
charity	half	hero	negro
joy	Mary	voter	memento
majority	lily	knight-templar	why
knight-errant	4	son-in-law	Miss Smith
Mr. Anderson	country-man	hanger-on	oxen
major-general	geese	man-servant	strata
brethren	sheep	mathematics	pride
money	pea	head	piano
veto	knives	ratios	alumni
feet	wolves	president	sailor-boy
spoonful	rope-ladder	attorney-general	go-between
grandmother	synopses	memoranda	pence
crisis	valley	axis	monkey
beauty	cupful	jockey	toy

GENDER is that quality of a noun or pronoun that distinguishes objects in regard to sex.

There are four genders: MASCULINE, FEMININE, COMMON, and NEUTER.

The MASCULINE GENDER denotes males; as, *man, boy, king.*

The FEMININE GENDER denotes females; as, *woman, girl, queen.*

The COMMON GENDER denotes males or females, or both; as, *student, person, friend.*

The NEUTER GENDER denotes objects without sex; as, *book, stone, house.*

When neuter nouns represent objects possessing strength, size, or other qualities usually found in males, they are referred to as MASCULINE; when they represent gentleness, beauty, or other qualities peculiar to females, they are referred to as FEMININE. Thus, we speak of the sun, the north wind, winter, as masculine; of the moon and spring, as feminine.

In speaking of young children or of the lower animals, the sex is generally disregarded and the neuter form *it* is used.

The present-day tendency is to drop the suffix *ess* and to use such words as author, editor, poet, doctor, to denote persons of either sex.

Exercise 7

Rule a sheet of paper in four columns, heading them noun, kind, number, gender. Classify the nouns in the following sentences:

1. Formosa is famous for the production of tea and camphor.
2. A thing of beauty is a joy forever.
3. Rice is the chief food of the Japanese.
4. Nobleness enkindleth nobleness.
5. The jury disagreed among themselves.
6. The fairest flower in the garden of friendship is remembrance.
7. Patience is a bitter seed, but it yields rich fruit.
8. Modesty is one of the sweetest and most desirable qualities one can possess.
9. The speaker's eloquence held the audience spellbound.
10. A hero will do whatever duty demands.

POSSESSIVE FORM OF NOUNS

The POSSESSIVE FORM is used to show possession, origin, kind, authorship; as, John's hat, Longfellow's poems, boys' shoes, the moon's beams.

Singular nouns are made possessive by adding the apostrophe and *s;* as, man, man's; lady, lady's.

It is permissible to drop the *s* in a few singular nouns where the additional *s* would produce a disagreeable succession of hissing sounds; as, *politeness' sake, Moses' law.*

Plural nouns which *do not end in s* are made possessive by adding the apostrophe and *s;* as, *men's, women's, children's.*

Plural nouns which *end in s* are made possessive by adding the apostrophe only; as, *girls, girls'; boys, boys'.*

It should be carefully noted that in forming the possessive *no change is made in the spelling of the simple form.* The possessive, in every instance, is formed *by adding something to* the simple form—the apostrophe and *s* to a singular, or a plural not ending in *s;* the apostrophe only to a plural ending in *s.*

Exercise 8

Write the possessives, singular and plural, of the following nouns:

man	company	woman	goose
boy	lady	ox	boss
agent	attorney	gentleman	hero
firm	child	year	John
dealer	month	day	Charles

Exercise 9

The possessive form, as its name implies, usually denotes ownership; but it has other uses. The possessive sign added to a word is nearly always equivalent to "of" placed before the same word:

The summer's heat—The heat of summer.
Ten years' experience—Experience of ten years.
Thirty days' credit—Credit of thirty days.
A month's notice—A notice of a month.

Substitute phrases:	Substitute possessives:
1. Byron's works	6. Supply for next season
2. St. Paul's influence	7. Photograph of my brother
3. An hour's delay	8. Love of a mother
4. Last month's prices	9. Meeting of directors
5. Sixty days' credit	10. Apartments for ladies

SPECIAL RULES

To show joint ownership the possessive sign must be added to the last word only; as, Smith & Brown's store (one store owned by Smith & Brown).

To show separate ownership the possessive sign must be added to the name of each owner; as, Smith's and Brown's stores (two stores owned separately by Brown and Smith).

In compound expressions the sign of possession is placed on the last word only; as, the *man-servant's* duties, *James Roberts, Jr.'s*, store.

In such expressions as *Hancher, the jeweler*, it is preferable to put the sign of possession on the last word; as, Hancher, the jeweler's. It is also correct, however, to add the sign to both nouns, or the first only.

When a noun modifies a verbal noun it must have the possessive form:

What do you think of *John's turning* over a new leaf?
Do you insist on the *company's delivering* the goods?

The apostrophe is never used in forming a simple plural, except in the case of figures, characters, etc., 6's, *'s, as explained under rules for forming plurals.

Exercise 10

Form the possessives in the following sentences:

1. Have you any doubt of the firms being able to meet its obligations?
2. They carry a complete line of mens, boys, womens, girls, and childrens clothing.
3. They have asked for thirty days time on their bill.
4. We certainly shall not insist on Browns keeping the damaged goods.
5. Do you know whether the Browns have moved?
6. Can you give me Kraus, the haberdashers, address?
7. The Globe Companys failure was a surprise to everyone in the city.
8. Duns and Bradstreets commercial agencies can give you the desired information as to John D. Brittingham, Jr., financial standing.
9. Did you attend the meeting of the Eastern Commercial Teachers Association?
10. Jones & Smith store burned last night.

11. Johnson and Anderson stores are both on Market Street.
12. I did not think of Marys coming so soon.
13. Two months interest is due.
14. Mr. Green owes us rent for two months.
15. Can you not give us an extension of thirty days on our bill of the 15th inst.?
16. We are all familiar with the fox remark about the grapes.
17. The man running into debt was unnecessary.
18. I sent you a check for six months interest on Brown and Jones mortgages.
19. Owing to our competitors cutting prices we must withdraw from the combination.
20. John falling down stairs caused his sisters absence from the brokers office.

Exercise 11

Form the possessives in the following sentences:

1. We visited Lyon & Healy music store.
2. Is that a gentleman or lady watch?
3. James sister is a member of the Young Women Christian Association.
4. She has subscribed for the Ladies Home Journal, Womans Home Companion, and McIntosh Monthly.
5. The teacher should insist on the student studying this lesson thoroughly.
6. The man being a judge should not excuse him.
7. Although we bought the goods on sixty days credit, we expect to pay for them within thirty days.
8. He is a teacher of twenty years experience. He has been in his present position ten years.
9. Preachers salaries are not so large as they should be.
10. The pupils names were written on the register.
11. For conscience sake and humanity good, live a noble life.
12. We are selling women and children camel hair vests.
13. Forgetting myself, I left the man and the woman boots behind.

14. The two sick servants places were filled by our neighbors daughters.
15. The teachers first, and perhaps the most difficult, duty, is to arouse his students interest in the subject in hand.
16. More than a hundred childrens children rode on his knee.
17. In this place ran Cassius dagger through.
18. His brother pirates hand he wrung.
19. Jove but laughs at lovers perjury.
20. My daughters teacher has a library of choice books.

Exercise 12

Correct errors in plurals and possessive forms:

1. Take two cupsful of sugar, and one of flour.
2. He accounted for all monies received by him.
3. There are three Mary's and two Lucies in the class.
4. Eight Henries have sat on the throne of England.
5. I think her two son-in-laws might support her.
6. He generally forgets to cross his ts or dot his is.
7. You can scarcely tell her 5s from her 3s.
8. Court-martials were held at various points to try the captured insurgents.
9. How many cantoes have you read?
10. Such crisises may occur in the history of any enterprise.
11. We have opened several cases of mens' and boy's overalls.
12. Look at the trains of those ladie's dresses.
13. Six month's interest is now due.
14. Ten days notice is required in such cases.
15. Order's for moving taken here.
16. Special tables are provided for ladies'.
17. I saw a sign with "Boat's to hire" on it.
18. The Brown's have moved away.
19. He made a memoranda of the fact in his notebook.
20. The Fairmont Coal Companie's men are on a strike.

Composition: Use the following in sentences: (a) managers', (b) janitor's, (c) foremen's, (d) foreman's, (e) ally's, (f) allies', (g) several years', (h) captain's, (i) memoranda, (j) analyses.

CHAPTER II

ADJECTIVES

An ADJECTIVE is a word used to modify a noun or a pronoun:

The *graceful* elm threw its shadows over the stream.
These two generous farmers have a *miserly* neighbor.
The *bald-headed* eagle is a *rapacious* bird.

CLASSIFICATION OF ADJECTIVES

Adjectives are divided into two general classes: DESCRIPTIVE or QUALIFYING ADJECTIVES and DEFINITIVE or LIMITING ADJECTIVES.

A DESCRIPTIVE ADJECTIVE describes or names some quality of the object expressed by the noun or pronoun. In the examples given above, *graceful*, *generous*, *miserly*, *bald-headed*, and *rapacious* are DESCRIPTIVE ADJECTIVES. A DESCRIPTIVE ADJECTIVE answers the question, What kind of? in connection with the noun or pronoun modified; as, What kind of elm? Graceful. What kind of farmers? Generous.

A DEFINITIVE ADJECTIVE points out or denotes the number or quantity of the object expressed by the noun or pronoun modified:

This pamphlet contains *ten* pages.
This points out the particular phamphlet in mind. *Ten* tells *how many* pages.

PROPER ADJECTIVES

Adjectives derived from proper nouns are called PROPER ADJECTIVES and should begin with capital letters; as, the English government, the American flag.

Exercise 13

Tell what nouns the italicized adjectives modify and whether they are descriptive or definitive:

1. A *smooth*, *green* lawn pleases the eye.
2. *Many* children suffer from lack of *nutritious* food.
3. *Some early* fruits are *costly*.
4. A *true* lover of nature studies her *many changing* hues and forms.
5. The *iron* bridge is completed.
6. You will find him in the *seventh* room on the *third* floor.
7. A *pleasant* smile makes a *sad* heart *glad*.
8. The ribbon is *red*.
9. *This noted* character died *several* years ago.
10. My *first short* trip was a *miserable* and *complete* failure.

Exercise 14

NOUN AND ADJECTIVE

The grammatical classification of a word is determined from its *use* in a sentence. Some words may be properly used as two or three, or even more, parts of speech.

Tell whether the words used in italics are nouns or adjectives, and state what the adjectives modify:

1. We ate a *light* repast.
2. There is a *light* in the window.
3. John brought the *wrong* book.
4. You did me a great *wrong*.
5. *Silver* is mined in Colorado.
6. Every cloud has a *silver* lining.
7. Can you keep a *secret?*
8. They entered by the *secret* door.
9. The vase is made of *copper*.
10. She placed the money in a *copper* vase
11. The pupil gave a *poor* excuse.
12. The company has adopted a *safe* policy.
13. The clerk put the books in the *safe*.
14. The masqueraders wore *paper* masks.
15. This is good *paper*.

Exercise 15

Select the adjectives, tell to what class they belong, and name the nouns they modify:

1. American cotton has the longest staple.
2. The largest cotton crop in the world is produced in China.
3. The loftiest, loneliest, region in the world is the cheerless plateau of Thibet.
4. A sacred burden is this life.
5. A gracious woman retaineth honor, and strong men retain riches.
6. Forty-two choice plants were ruined by the frightful winter blast.
7. The rough boy has become a most polite gentleman.
8. Will you go to yonder house and ask that man to bring those horses?
9. This particular man is honest, sincere, and discreet.
10. The fifteen decisive battles of the world mark the greatest epochs of history.

COMPOUND ADJECTIVES

Compound adjectives are formed by putting together two (sometimes more) words that are used independently.

The words composing the compound adjective are usually separated by hyphens. A few are written as one word; as, lifelike, homesick, everlasting.

When a compound adjective is made up of a noun and an adjective, the singular number of the noun is used; as, a six-foot pole, a twenty-story building.

Such numbers as twenty-two and forty-five, and fractions when spelled out; as, two-thirds, three-fourths, etc., are written with a hyphen.

Exercise 16

Place hyphens where they belong in the following sentences. Point out all adjectives and tell what nouns they modify:

1. We hurried to the assistance of the half dead traveler.
2. This unlooked for burden made the peasant's life almost unbearable.
3. Every morning Mr. Allen takes a bath in ice cold water.
4. He lives in a walk on the crack or be lost community.
5. The red haired boy was accused of stealing an eight day clock.
6. A hard struggling, weary hearted man was he.
7. I was just emerging from the many formed crystal country.
8. The firm agrees to accept your 30 day note for one half the amount of your bill.
9. The school occupies two thirds of the sixth floor of a new ten story building.
10. He measured the room with a three foot stick.
11. We have just returned from a five mile drive.
12. Our terms for a 60 day settlement are 4 per cent.
13. The apartments are arranged with well lighted, cheerful rooms.
14. The round trip rate is the sum of the east and west bound fares, less 10 per cent of the west bound fare.
15. The Hub Clothing Co. deals in both ready made and made to order clothing.
16. The blue, mountain bordered lake reflected the hoary peaks in its placid depths.
17. The goods are guaranteed to arrive in first class condition.
18. We can furnish this article in either two or five pound packages.
19. What is the difference between three pound pails and three-pound pails?
20. John has bought a double barreled, breech loading rim fire shotgun.

COMPARISON

Adjectives have a variation of form to express a greater degree and a greatest degree of the quality which the adjective expresses:

Mr. Jones is a *tall* man.
Mr. Smith is *taller* than Mr. Jones.
Mr. Allen is the *tallest* man in town.

These three forms are called DEGREES OF COMPARISON.

POSITIVE DEGREE

The simple adjective, like *tall*, *short*, *long*, is said to be of the POSITIVE degree.

COMPARATIVE DEGREE

Such forms as *taller*, *shorter*, *longer*, are said to be of the COMPARATIVE DEGREE. The comparative degree of most adjectives of one syllable, and a few of two syllables, is formed by adding *r* or *er* to the simple form; as, sweet, sweeter; fit, fitter; dry, drier; high, higher; able, abler; handsome, handsomer.

Most adjectives of more than one syllable form the comparative by prefixing *more* or *less* to the positive degree; as, fragrant, more fragrant; elegant, less elegant.

The comparative degree is used in comparing two objects.

SUPERLATIVE DEGREE

Such forms as *tallest*, *shortest*, *longest*, are said to be of the SUPERLATIVE DEGREE. The superlative degree of most adjectives of one syllable, and a few of two syllables, is formed by adding *est;* as, high, highest; handsome, handsomest.

Most adjectives of more than one syllable form the superlative by prefixing *most* or *least;* as, beautiful, most beautiful; desirable, least desirable.

In comparing regular adjectives of more than one syllable, affix *er* and *est*, or prefix *more* or *most* according to which sounds better.

The superlative degree is used in comparing three or more objects.

IRREGULAR COMPARISON

Some adjectives are compared irregularly. Following are a few of the most common ones:

Positive	*Comparative*	*Superlative*
good	better	best
bad, ill, evil	worse	worst
little	less	least
much	more	most
many	more	most
late	later, latter	latest, last
far	farther	farthest
old	older, elder	oldest, eldest
forth	further	furthest

Exercise 17

COMPARATIVE AND SUPERLATIVE

Use the superlative only when comparing *three* or more objects:

1. Of two evils choose the *least—lesser.*
2. Which of the two plans do you think is the *best—better?*
3. My right hand is the *quicker—quickest*, but my left hand is the *strongest—stronger.*
4. Mary is the *prettier—prettiest* of the twins, but Jennie is the *brightest—brighter.*
5. London is the *larger—largest*, but New York is the *greatest—greater* commercial city in the world.
6. John is the *elder—eldest* of five sons.
7. Which is the *more—most* beautiful city, New York or Chicago?
8. Which can run the *faster—fastest*, John or Henry?
9. This is the *duller—dullest* season of the year.
10. That is the *cleaner—cleanest* of the three streets.

Exercise 18

ERRORS IN COMPARISON

When an object is compared within its class, the superlative degree is used, and such words as *other*, *before*, etc., must not be used.

Texas is the largest state, is correct. To say *Texas is the largest of all other states* would be absurd. Texas is not one of the *other* states.

When an object is compared *with the rest* of its class, the comparative degree is used and some such word as *other*, *before*, etc., must be used.

Texas is larger than any *other* state in the Union, is correct. To say Texas is larger than *any* state in the Union, would be absurd, as it would mean that Texas is larger than itself, or that it is not one of the Union.

Correct errors in the following sentences (three are correct):

1. I have just visited Niagara Falls. I never saw such a sight.
2. He was the most active of all his friends.
3. He was, of all others, the most clever.
4. The orange is better than any fruit.
5. Of all other cities, London is the largest.
6. We show more styles than any three stores in the city.
7. John is taller than any boy in his class.
8. Charles likes football better than anything.
9. Paris is the most famous of any other European city.
10. He is better known than any other man in the city.
11. China has a greater population than any nation on the globe.
12. Of all other English universities Oxford and Cambridge are the greatest.
13. You of all other girls in the class ought to be the last to complain.
14. Brother White above all others should be careful about any statement he makes.
15. Of all the sentences this one is the easiest.

This, that, these, those, them

This and *that* are the only adjectives that have a plural form. *These* and *those* are plural and must be used with plural nouns. *Those kind* is incorrect. It should be *that kind* or *those kinds*. *Them* is not an adjective and should not be used to modify a noun.

Each other—one another

Each other refers to two objects only; *one another*, to *more than two:*

The *two* brothers love *each other.*
The *three* brothers love *one another.*

Either, neither—any one

Either or *neither* properly refers to *one of two; any one* to *one of several.*

First and last

The words *first* and *last* when used with adjectives that express number are placed *before* the *adjective;* as, the *first* two sentences; the *last* ten pages.

Exercise 19

Select the right word in each of the following sentences:

1. I like *this—these* kind of oranges better than *that—those—them* kind.
2. How can he associate with *that—these* sort of men.
3. *These—this* kind of books *is—are* interesting.
4. Are they *those—that* kind of people?
5. Did you see *them—those* boys playing in the street?
6. I don't like *these—this* sort of pens.
7. It isn't safe to trust *those—that* kind of people.
8. I prefer *this—these* kind of pencils to *those—them —that.*
9. College students often haze *each other—one another.*
10. Caesar and Pompey envied *one another—each other.*
11. *Either—any one* of the five boys will be able to hold the position.

12. The Bible is more precious than *any—any other* book.

13. The teacher assigned the *eight first—first eight* problems in arithmetic and the *ten last—last ten* sentences in grammar.

14. Where are *them—those* boys?

15. The *two first—first two* houses on Main Street belong to Mr. Smith.

PLACING OF ADJECTIVES

The adjective is usually placed before its noun. In some instances, however, it follows; as, *The* apple is *sweet*. A cause *worthy* to be defended will not lack defenders. Vice makes men *miserable*. The vessel rides *buoyant* on the deep.

In many sentences the adjective may either precede or follow the noun; as, A *wise* and *prudent* statesman; or, A statesman *wise* and *prudent*.

The misplacing of a single adjective may seriously affect the meaning of a sentence. Note the difference in the meaning of these two sentences:

I heard *only* him. *Only* I heard him.

Especial care must be exercised by the writer in the arrangement of two or more adjectives limiting the same noun.

"So place adjectives that there can be no doubt as to what you intend them to modify. If those forming a series are of different rank, place nearest the noun the adjective most closely modifying it. If they are of the same rank, place them where they will sound best—generally in the order of length, the shortest first."—*Reed and Kellogg.*

"In the use of adjectives, that order should be adopted which is the most natural, expressive, and euphonious."—*Holbrook's New English Grammar.*

Exercise 20

Correct errors in the location or arrangement of adjectives in the following sentences:

1. A black baseball player's suit was found.
2. He only spoke of history, not of art.
3. Charles bought a new bottle of wine.
4. Nellie needs a new pair of shoes.
5. The waiter brought in a fried dish of bacon.
6. That restaurant only caters to the white race.
7. Lost: A long black lady's glove.
8. The building was trimmed with granite carved corners.
9. John spent his two last dollars for books.
10. Mr. Fox has just received a new stock of hats.

ARTICLES

A, *an*, and *the* are called ARTICLES.

A and *an* are called indefinite articles, because they are used to limit the noun to any one thing of a class; as, a man, an arrow.

The is called the definite article because it picks out some one definite individual from a class; as, *The* man built a house.

Exercise 21

Study the following rules and write the sentences, making proper use of the articles:

A is used before words beginning with a consonant *sound;* as, *a* car, *a* horse. *An* is used before words beginning with a vowel *sound;* as, *an* owl, *an* hour. Careful writers use *an* before an unaccented *h;* as, *an* historian.

1. In London, there is always *an—a* rush and *an—a* outcry.
2. In that case, *a—an* artist served as *a—an* preacher.
3. The hunter shot *a—an* robin and *an—a* oriole with *an—a* arrow.
4. On the desk I found *a—an* pen, *a—an* inkstand, and *a—an* eraser.

5. *An—a* uncle and *a—an* aunt called and stayed *a—an* hour.

When two or more adjectives modify the same noun, the article is used before the first adjective only:

A black and white dog. (One dog.)

When two or more adjectives modify different nouns, one of which is expressed and the rest understood, the article is used before each adjective:

The black and *the* white dog are mine. (Dog is understood after black.)

1. *The* white and *the* red house belong to Mr. Johnson.
2. *The* Republican and *the* Democratic party seem to agree on this point.
3. Mary bought *a* silk and *a* cotton umbrella. (Two umbrellas.)
4. Sarah bought *a* silk and cotton umbrella. (One umbrella.)
5. John drew a map of *the* Northern and *the* Southern hemisphere.

When two or more nouns following each other denote the same person or thing, the article should be used before the first only:

The secretary and treasurer (one person) has resigned.

When two or more nouns following each other denote different persons or things, the article should be repeated:

The secretary and *the* treasurer (two persons) have resigned.

When two or more nouns following each other denote different things so closely associated in thought that they may be considered as forming a whole, the article should be used before the first noun only:

The wheel and axle is broken.

1. Distinguish carefully between *an* adjective and *an* adverb.
2. A noun and *a* pronoun are alike in office.
3. The manager and *the* owner of the business (one man) will leave for Europe tomorrow.

4. The manager and *the* owner of the business (two men) left this morning.
5. There is a difference between the sin and *the* sinner.
6. The pen and *the* ink is here.
7. He ate *the* bread and *the* butter for his breakfast.
8. The house and *the* lot will be sold for taxes.
9. The coat and *the* hat once worn by a great king will be placed on exhibition.
10. Leave the horse and *the* wagon in the lane.

The article *the* should be used before a noun denoting a class rather than an individual of a class:

The lion is the king of beasts.

The article should be omitted before a word used as a title or as a mere name:

What kind of man is he? (Not *a* man.)

1. They gave him the title of *a* duke.
2. *A* horse is a domestic animal.
3. I have a sort of *a* misgiving about it.
4. *An* eagle is *the* bird of prey.
5. The subject of his lecture was *a* steam engine.

Exercise 22

REVIEW

Correct errors in the following sentences:

1. What sort of a house does he live in?
2. Such a man does not deserve the name of a gentleman.
3. The government is a hereditary monarchy.
4. A lion is the emblem of England.
5. It describes the life of a young man and woman who were forced to leave their homes.
6. He has several editions either of which will serve your purpose.
7. These two boys are always quarreling with one another.
8. He brought three hats, neither of which is mine.
9. Apply to Messrs. B. and C., Attornies.
10. Did you ever read Bunyans Pilgrims Progress?

11. Where did you get them apples?
12. You can't tell his ns from his us.
13. It presented an unique appearance.
14. One of the negroes sang two soloes at the concert.
15. You never saw a wretcheder looking specimen of humanity.
16. She is a better writer than any scholar in her class.
17. He gives the hardest examinations of any other teacher I know.
18. He tried the old and new method of cure.
19. Wanted, a nurse and house maid. (Two servants.)
20. One of my brother-in-laws has bought a farm.
21. She doesn't like these kind of pianoes.
22. Which is the farthest north, new york or san francisco?
23. It is the likeliest place of all others in town to find him.
24. This state was south of masons and dixons line.
25. These are neither George nor Fannys books

Exercise 23

REVIEW

Correct errors and give reasons:

1. What need is there of a man swearing?
2. Ask somebody's else opinion.
3. Who was josephs and benjamins mother?
4. Sing the two first and the three last verses.
5. I wish you would write them rules on the blackboard.
6. A telephone is a modern invention.
7. A rascal formerly meant a servant.
8. We are now an united people.
9. That is far more preferable than to be imprisoned.
10. To every room there was an open and secret passage.
11. I had hoped that we had done with those sort of things.
12. Which has the strongest claim to civilization, the victor or the vanquished?
13. He called at steeles the bankers.

14. The mens' wages should be paid promptly.
15. Nebulas are sometimes called star-dust.
16. Where are the plato's and aristotle's of modern times?
17. There are three chimnies on that house, and neither of them is safe.
18. We regard them as singular phenomenons.
19. How shall we know which of the two is best?
20. He must have drunk several spoonsful.
21. It must be a sort of a beetle, I think.
22. Shall I be allowed to choose either of the three?
23. Both the red and white cow belong to mr. smithkins.
24. The oldest of the two is about as tall as I.
25. The firm agrees to give us 30 days time, and guarantees the goods to be in first class condition.

COMPOSITION

Write sentences containing: (a) proper adjective, (b) *cold* as a noun, (c) *cold* as an adjective, (d) a compound adjective, (e) the comparative form of *bright*, (f) the superlative form of *awful*, (g)*each other*, (h) *one another*, (i) *either*, (j) *any one*.

CHAPTER III

VERBS

THE SENTENCE

A sentence is a group of words expressing a complete thought:

Birds sing. Bees make honey. Lead is heavier than iron. George Washington was often called the Father of his Country.

A sentence is composed of two parts: the SUBJECT and the PREDICATE.

The subject is that part of a sentence about which something is asserted. The first word in each of the examples above is the SUBJECT.

The word used in a sentence to make an assertion is called a VERB.

The verb is usually the SIMPLE PREDICATE:

A single hay-cart *creaks* slowly down the dusty road.

COMPLETE PREDICATE

The verb and the words with it to make a complete assertion are together called the COMPLETE PREDICATE:

A single hay-cart *creaks slowly down the dusty road.*

SIMPLE SUBJECT

The name of the thing about which the assertion is made is called the SIMPLE SUBJECT:

A single *hay-cart* creaks slowly down the dusty road.

COMPLETE SUBJECT

The simple subject and its modifiers taken together are called the COMPLETE SUBJECT:

A single hay-cart creaks slowly down the dusty road.

ORDER OF ELEMENTS

The foregoing examples illustrate the usual order of the English sentence; that is, the subject with its modifiers first, followed by the complete predicate. However, the subject is often placed in other positions:

In front of the building stand four large marble *vases*.
At sunrise *we* struck our tents.
Never before were our *people* so united.

To determine the subject of a verb, ask the question, *who*, or *what*, before the verb; as What stand? Vases. Who struck? We. Who were united? People.

To determine the subject and the predicate of an interrogative sentence (question), first change it to a statement

Can man's endeavor chain the winged day?
Man's endeavor can chain the winged day.

What is the subject? What is the predicate?

VERB PHRASES

Two or more words used together in a sentence to make an assertion are called a VERB-PHRASE:

We *should have listened* to him.
His course *has been marked* by prudence.

A verb-phrase consists of a principal verb and one or more helping words, called *auxiliary verbs*. The principal auxiliary verbs are *be* (with its various forms *is*, *am*, *are*, *was*, *were*), *can*, *could*, *may*, *might*, *must*, *ought*, *shall*, *should*, *would*, *will*, *do*, *did*, *have*, and *had*. Some of these may be used as principal verbs.

The parts of a verb-phrase may be separated by other words:

He *might* in one sense *have been* a judge of poetry.
Can a spider *weave* such a beautiful web?

Exercise 24

In each of the sentences in Exercise 5 point out the simple subject, the complete subject, the verb or verb-phrase, and the complete predicate.

Exercise 25

Tell whether the words in italics are nouns, adjectives, or verbs, and why. Tell what the adjectives modify:

1. We shall *call* on you soon.
2. Who will *lead* the march?
3. I can not *row* a boat.
4. We shall expect a *call* from from you.
5. When did the "Cedric" *sail?*
6. The *sails* are made of heavy *canvas.*
7. The players wore *canvas* shoes.
8. Affix the *seal* before you *seal* the letter.
9. *Strike* while the iron is hot.
10. The passage of the law prevented a *strike.*
11. He was unaccustomed to the *city*, and to *city* ways.
12. She has a new *green* coat.
13. *Green* is my favorite color.
14. Do you know why the sea is *salt?*
15. Did the cook *salt* the potatoes?
16. *Salt* is a mineral.
17. *Saddle* the pony for me.
18. Frank bought a new *saddle.*
19. He lost his *saddle* girth.
20. No *export* duties shall be laid.
21. Our *exports* amount to more than our *imports.*
22. *Plan* your *work* and *work* your *plan.*
23. *Pity* the *poor.*
24. What a *pity!*
25. He looked neither to the *right* nor to the left.
26. *Pitch* is obtained from tar.
27. *Pitch* your tent here.
28. The shoemaker sticks faithfully to his *last.*
29. The boys *clean* the floor every day.
30. That young man has a *clean* record.

COMPOSITION

Write sentences using each of the following words as a noun, a verb, and an adjective: *paper, iron, level, cement, base.*

CLASSES OF VERBS

Verbs are divided into two classes: TRANSITIVE and INTRANSITIVE.

A TRANSITIVE VERB is a verb that requires an OBJECT to complete the sense.

The OBJECT of a transitive verb is the noun or pronoun that completes its meaning. It is the word representing the person or thing receiving the action expressed by the verb. To determine the object of a transitive verb, ask *whom*, or *what* after it:

We study *grammar*. We study what? Grammar.
I saw your *brother*. I saw whom? Brother.

Exercise 26

Divide a page into three columns. Write the verbs in the following sentences in the second, their subjects in the first, their objects in the third:

1. He has rung the bell.
2. Who has taken my pencil?
3. The committee made a report.
4. He will not ship the goods.
5. She mended the dress.
6. The Jones Co. bought the machinery.
7. The judge has decided the case.
8. Lincoln told witty stories.
9. Mr. Brown sells typewriters.
10. Betsy Ross made the first American flag.

ACTIVE AND PASSIVE VOICE

VOICE is that property of the verb which indicates whether its subject names the doer or the receiver of the action.

A verb is in the ACTIVE VOICE when its subject names the *doer* of the action:

Bees make honey.

A verb is in the PASSIVE VOICE when its subject names the *receiver* of the action:

Honey is made by bees.

Any transitive verb may be used in either the active or the passive voice. The object of the active form becomes the subject of the verb in the passive. (See the examples above.)

Exercise 27

The verbs in Exercise 26 are in the active voice. Rewrite the sentences, changing the verbs to the passive voice.

PARALLEL CONSTRUCTION

Similar ideas should be expressed by similar forms.

We must insist that you either *deliver the books* on the date promised or that our *money be refunded.*

This sentence is poorly constructed. We can improve it by using both verbs in the active form: We must insist that you either *deliver the books* on the date promised or ***refund our money.***

Exercise 28

Rewrite and improve the following sentences by harmonizing parallel verb forms:

1. Our agent delivered the goods and the amount due was collected by him.
2. The desks have been ordered and we should receive them within the next few days.
3. The rule of parallel construction applies rigidly to verb forms and correlative words, phrases, and clauses; and it should be carefully observed by the young writer.
4. Every student should have a dictionary and it should be consulted frequently.
5. A compound sentence contains two or more independent clauses; ideas of equal rank should be expressed by them.
6. Experience keeps a dear school, but fools can be taught in no other.
7. We should observe that the important thought should usually be placed in the independent clause.

8. The first error has been corrected by the student, but still he has not improved the arrangement.

9. The man carried an empty basket in one hand, and a little boy who could scarcely keep up was dragged with the other.

10. For years he carried a pocketbook which had been found by him in front of the post office.

INTRANSITIVE VERBS

An INTRANSITIVE VERB is a verb that does not require an object to complete the sense:

The wind blows. The sun shines.

The subject of an intransitive verb always represents the doer of the action. In other words the intransitive verb is used in the *active form only.*

Some verbs may be transitive in one sentence and intransitive in another. When followed by an object, a verb is transitive; when not followed by an object, it is intransitive.

Some verbs, however, may be correctly used only as transitive verbs, while others are always intransitive. It is important, therefore, that the distinction be clearly understood.

Exercise 29

Point out the verbs and tell whether they are transitive or intransitive:

1. The woman spins the yarn.
2. They hid themselves in the forest.
3. The wind blows.
4. The clouds look threatening.
5. The blacksmith shoes the mason's horse.
6. Anthracite coal burns slowly.
7. Rome bound with oak her patriots' brows.
8. A wise man reflects before he speaks.
9. Velvet feels smooth.
10. Music refines the soul.
11. The ways were strewn with flowers.

12. The trickster's purpose was defeated.
13. Mary, please set the vase on the table.
14. He just sits and dreams the whole day long.
15. When the snow melts the rivers rise.
16. The pupils raised their new flag on Independence Day.
17. The slothful boy lies in bed until noon.
18. Please lay these letters on my desk.
19. We shall ship the goods at once.
20. The sun rises in the east.

COMPOSITION

Write sentences using each of the following words as (a) a transitive verb in the active voice, (b) in the passive voice, (c) intransitive verb: *see*, *play*, *sing*, *write*.

COPULATIVE VERBS

A few intransitive verbs require a word to complete their meaning. Such verbs are called COPULATIVE VERBS. The verb *be*, with its various forms *am*, *is*, *are*, *was*, *were*, is the only pure copulative verb. *Appear*, *become*, *seem*, *look*, *feel*, *taste*, *smell*, are frequently used as copulative verbs.

The word used to complete the meaning of a copulative verb may be a noun, a pronoun, or an adjective. It is called the PREDICATE NOUN or PRONOUN, or PREDICATE ADJECTIVE:

A book is good *company*. It was not *he*.
Wisdom is *priceless*. The jam smells *sour*.

PREDICATE NOUN AND OBJECT

The difference between a PREDICATE NOUN or PRONOUN and the object of a transitive verb should be carefully observed. Only verbs that express action have objects. The object represents the person or thing receiving the action; as, John plowed the *field*.

A copulative verb does not express action. It connects the predicate noun with the subject. Compare the following examples:

Objects	*Predicate Nouns*
John *plowed* the *field.*	That *is* a large *field.*
Birds *eat insects.*	Flies *are insects.*
He *read* a *story.*	It *was* a strange *story.*
I did not *know him.*	It *was* not *he.*

COMPOSITION

Write sentences using *he*, *she*, *I*, and *they* as predicate pronouns, and *him*, *her*, *me*, and *them* as objects of transitive verbs.

Exercise 30

If a verb is followed by an object, is it transitive, or intransitive?

If a verb is in the passive voice, is it transitive, or intransitive?

If a verb has no object, is it transitive, or intransitive?

In what voice may an intransitive verb be used?

In what voice may a transitive verb be used?

How is the subject of the verb determined? The object?

What part of speech is the subject? The object?

What is a copulative verb?

How many pure copulative verbs are there?

Name six other verbs that may be used as copulatives.

Explain the difference between a predicate noun and the object of a transitive verb

Point out the verbs in Exercise 5. Tell whether they are transitive or intransitive, active or passive. Name the subjects, objects, predicate nouns, and predicate adjectives.

THE PARTICIPLE

A PARTICIPLE is a word that is derived from a verb. It partakes of the functions of a verb and of an adjective or noun.

The participle has three forms: PRESENT, PERFECT, and COMPOUND.

PRESENT PARTICIPLE

The PRESENT PARTICIPLE is formed by adding *ing* to the simple form of the verb. It expresses action as being in progress, usually at the same time with some other action.

The boy *rowing* a boat is my brother.

As an adjective, *rowing* modifies the noun *boy;* as a verb it takes the object *boat.*

Rowing a boat is my favorite exercise.

Rowing, as a noun, is the subject of the sentence; as a verb it takes the object *boat.*

Exercise 31

Name present participles and tell whether they are used as nouns or adjectives. Tell whether those used as nouns are subjects, objects, or predicate nouns, and what those used as adjectives modify:

1. Whispering the name is not sufficient.
2. An invitation bidding me to a wedding requires an acknowledgment.
3. Planting perennials is the work of a gardener.
4. A letter expressing gratitude is usually welcome.
5. Sailing is a delightful pastime.
6. We should avoid injuring the feelings of others.
7. My going there will depend upon my father's giving his consent.
8. The bird sitting on the wall is a wren.
9. What is the object of Mary's studying French?
10. The regiment, moving the battery to the hill, renews the engagement.

Exercise 32

In using the present participle, be careful to place it so as to leave no doubt as to what you intend it to modify. Correct errors in arrangement in the following sentences:

1. A gentleman will let his house going abroad for the summer to a small family containing all the improvements.
2. Seated on the topmost branch of a tall tree busily gnawing an acorn we espied a squirrel.
3. A poor child was found in the streets by a wealthy and benevolent gentleman suffering from cold and hunger.
4. I saw a new kind of newstand going up Main Street today.
5. This morning I picked up a cent walking over the bridge.
6. Yesterday I saw a drove of hogs sitting in a parlor.
7. Yesterday I saw a dead horse walking up Fifth Avenue.
8. Lost a dog by a man on Saturday answering to Jim.
9. He guided the man eyeing him closely.
10. The maid found a diamond brooch sweeping the veranda.

PERFECT PARTICIPLE

The PERFECT PARTICIPLE expresses the action or state as completed in the present. It is formed regularly by adding *ed* to the root. It may be used as an adjective:

The man *threatened* by his neighbors decided to move.

Threatened is an adjective modifying *man.*

COMPOUND PARTICIPLE

Being, *having*, and *having been*, combined with some other participle, form COMPOUND PARTICIPLES; as, *being written, having written, having been written:*

Having written the letter, he was anxious to go.

Exercise 33

Point out the participles in the following sentences, and tell what kind each is:

1. The camels, loaded with rich goods, picked their way slowly over the desert.
2. The spider, spinning his web, was an inspiration to Bruce.
3. When we visited our trap, we found a poor hedgehog caught by his forepaw.
4. The discipline was firm, but loving.
5. Having written the letter, he mailed it.
6. He is charged with having sold liquors without license.
7. Your remaining here would ruin us all.
8. His coming so soon surprised us.
9. Unawed by opinion, unseduced by flattery, undismayed by disaster, he confronted life with antique courage, and death with Christian hope.
10. Of this period of history, illuminated by great names and immortalized by great deeds, it is my purpose to treat.

INFINITIVES

The INFINITIVE is a form of the verb which names the action or being in a general way, without asserting it of anything.

The infinitive may usually be known by the sign *to* placed before it.

The infinitive may be used as the subject noun, as the predicate noun, or as the object or modifier of a verb:

To sing is pleasant. (Subject.)
His chief delight is *to sing*. (Predicate noun.)
He wishes *to sing*. (Object.)
He came here *to sing*. (Modifying verb.)

The sign of the infinitive is omitted after the verbs *bid*, *dare*, *feel*, *see*, *let*, *make*, *need*, *help*, *hear*, and a few others:

Bid them (to) *be* quiet.
Please *let* me (to) *hear* from you.
See him (to) *run*.

Exercise 34

Point out the infinitives, tell how they are used, and name their modifiers:

1. To talk with great men is a liberal education.
2. Music hath charms to soothe the savage beast.
3. To lose one's temper is to weaken one's power.
4. He does not like to write.
5. I wish to see you soon.
6. He loves to play.
7. He went to see the game.
8. To see is to believe.
9. She wants to jump the rope.
10. My purpose is to discuss the matter briefly.

Exercise 35

THE SPLIT INFINITIVE

The sign *to* should not be separated from the rest of the infinitive.

To promptly fill the order is impossible, is incorrect. It should be, *To fill* the order *promptly* is impossible.

Write the following sentences, omitting the improper italicized words:

1. It is difficult to *correctly* report *correctly* a speech.
2. To *recklessly* spend money *recklessly* is criminal.
3. He was able to *beautifully* write a letter *beautifully*.
4. I am prepared to *promptly* serve you *promptly*.
5. She had just begun to *carefully* study her lesson *carefully*.
6. He was instructed to *thoroughly* examine *thoroughly* the firm's books *thoroughly*.
7. It will be my duty to *faithfully* record *faithfully* these events *faithfully*.
8. To *quickly* punish crime *quickly* is the best policy.
9. The purpose of the minister is to *earnestly* set forth the truth *earnestly*.
10. To be *always* believed *always* comes from *always* being true.

FORMS OF THE INFINITIVE

The infinitive has two forms: the PRESENT INFINITIVE and the PERFECT INFINITIVE, and in the case of transitive verbs, has forms for both the active and the passive voice.

The infinitives may be classified as follows:

	Present	*Perfect*
Active Voice:	to ship	to have shipped
Passive Voice:	to be shipped	to have been shipped

The correct use of these forms is determined from the relation between the time denoted by the infinitive and the time expressed by the principal verb.

If the time denoted by the infinitive is the *same as, or after*, that of the principal verb, the PRESENT INFINITIVE should be used:

I *expected to see* you yesterday at ten o'clock.

The time of *to see* was at ten o'clock. I *expected before* ten o'clock. The present infinitive is correct.

I was sorry not *to have seen* you yesterday at ten o'clock.

As in the first example, the time of *seeing* was at ten o'clock. When was I sorry? After ten o'clock. The time of the infinitive is *before* that of the principal verb, therefore the PERFECT INFINITIVE is the correct form.

Exercise 36

Write the following sentences, omitting the improper italicized infinitives:

1. We should have been pleased *to have gone—to go* with you.
2. If you had given us references, we should have been glad *to ship—to have shipped* the goods.
3. I paid no more than I expected *to pay—to have paid*.
4. I was sorry not *to have seen—to see* you yesterday.
5. I fully expected *to see—to have seen* you there.
6. It was his intention *to take—to have taken* several photographs.
7. I hoped *to have seen—to see* you do better.
8. They believed him *to be—to have been* insane.

9. He did not seem *to know—to have known* how *to do —to have done* the work.
10. He intended *to write—to have written* you.
11. They had hoped *to see—to have seen* you before they left.
12. I have known him *to be—to have been* tardy.
13. He believes me *to be—to have been* guilty.
14. He believed me *to be—to have been* guilty.
15. What the English ought to have done was *to support —to have supported* their natural ally, the sultan.

COMPOSITION

Write sentences illustrating present participle used as a noun; present participle used as an adjective; perfect participle; present infinitive; perfect infinitive.

MODE

Mode is that property of a verb that indicates the manner in which the action or state is expressed.

There are three modes: the INDICATIVE, the IMPERATIVE, and the SUBJUNCTIVE.

The INDICATIVE MODE is used in asserting something as a fact, or to ask a question.

The IMPERATIVE MODE of the verb expresses a command, a request, or an entreaty.

The SUBJUNCTIVE MODE is used in expressing a doubt, a supposition contrary to reality, a future contingency, or a wish.

A verb in the subjunctive mode is usually preceded by one of the conjunctions, *if*, *that*, *till*, *unless*, *except*, *though*, *lest*, *whether*.

While some writers do not make a careful distinction between the subjunctive and the indicative mode, the subjunctive mode should be used to express contrary reality (supposition or wish) in sentences referring to present time. *Were*, not *was*, should be used in such sentences:

If I *were* rich (but I am not), I should do much for the poor.

I wish I *were* able to go. (I am not.)

In ordinary conditions referring to past time, *was* should be used:

If Mr. Brown *was* in the office, I am sure the matter was attended to.

In ordinary conditions referring to present time, *is* should be used:

If Mr. Brown *is* in the office, I am sure he will be glad to see you.

Note the difference between ordinary condition and contrary reality. When we say, If Mr. Brown *is*, we don't know whether he is or not. This is ordinary condition. When we say, If Mr. Brown *were*, we know he is not. This is contrary reality. Contrary reality in the past is expressed by *had been*. When we say, If Mr. Brown *had been*, we know he was not.

Exercise 37

Write the following sentences, omitting the improper italicized words:

1. I wish I *was—were* a musician.
2. I would study bookkeeping if I *were—was* you.
3. If everybody *was—were* wise, there would be no need of schools.
4. I should be glad if my son *was—were* here.
5. If John *was—were* there, I am sure he behaved properly.
6. If George ever told an untruth, I feel certain he *was—were* unconscious of it.
7. If he *was—were* rich, he would be generous.
8. Would that everybody *were—was* honest.
9. If the weather *were—was* fine, the ship would sail.
10. If the nominee *were—was* assured of your support, he would not withdraw.
11. If the chorister *was—were* present yesterday, they had some fine singing.
12. The man runs *like he was—as if he were* afraid of arrest.
13. Though he *was—were* very economical, he remained poor.

14. Though he *was—were* king over all the earth, I should despise him.

15. He acts as if it *was—were* possible always to escape death.

COMPOSITION

Write sentences illustrating contrary reality in the present; contrary reality in the past; ordinary condition in the present; ordinary condition in the past.

TENSE

Tense is that form or use of a verb that denotes the time of an action or an event.

There are three natural divisions of time: the PAST, the PRESENT, and the FUTURE. The tenses are named present, past or future, according as they express present, past, or future time. These are called the three primary tenses.

PRESENT TENSE

The PRESENT TENSE denotes present time:

We are shipping the goods.

The present tense is used in expressing a general truth or what is habitual:

Honesty *is* the best policy.

The train *arrives* at 10 a. m.

The *historical* present is the present used for the past to describe more vividly what took place in past time:

Napoleon at once *crosses* the river, *engages* the enemy, and *gains* a complete victory.

PAST TENSE

The PAST TENSE denotes past time. It is formed regularly by adding *d* or *ed* to the present form; as, work, worked; bake, baked:

We *shipped* the goods yesterday.

They *filled* the order on the 15th inst.

Exercise 38

In speaking of facts which were true in past time, and are equally true at present, use the present tense:

1. I always knew that two and two *were—are* four.
2. What *was—is* the name of the author who wrote Pilgrim's Progress?
3. The professor explained how water *is—was* composed of oxygen and hydrogen.
4. Didn't you know that London *is—was* the largest city in the world?
5. I had never known before how short life really *was—is*.
6. Our fathers held that all men *were—are* created equal.
7. I have already told you that I *was—am* a gentleman.
8. What *is—was* that little place where they had the Passion Play?
9. The explorers were a long time finding where the North Pole *is—was* located.
10. The teacher often told his pupils that haste *made—makes* waste.

FUTURE TENSE

The FUTURE TENSE denotes what will take place in the future time:

I *shall ship* the goods tomorrow.
They *will write* to you in a few days.

Shall and *will*

We express FUTURE time by using shall or will with the present form of the verb; as, I *shall write*, you *will write*, he *will write*.

It is very important to preserve the distinction between *shall* and *will*. One of the most frequent errors is the use of *will* where *shall* should be used. *Shall* is seldom misused.

Two things are to be considered in choosing between *shall* and *will:* the person of the subject, and whether the sentence expresses SIMPLE FUTURITY or DETERMINATION or PROMISE.

To express DETERMINATION or PROMISE with a subject in the first person (representing the speaker—*I* or *we*), use *will*.

Use *shall* to express determination or promise with a subject in the second or third person (representing the person spoken to or spoken of—*you*, *he*, *she*, *they*).

To denote SIMPLE FUTURITY, reverse the above rule; that is, use *shall* with the first person and *will* with the second and third. The same distinction holds for *should* and *would*.

Compare carefully the following examples:

Determination	*Simple Futurity*
I will, would go.	I shall, should go.
We will, would go.	We shall, should go.
You shall, should go.	You will, would go.
He shall, should go.	He will, would go.
She shall, should go.	She will, would go.
They shall, should go.	They will, would go.

A noun used as the subject is in the third person.

In asking questions, *shall* (never *will*) is used with the subject *I* or *we*. With other subjects, use the same auxiliary (whether *shall* or *will*) that is expected in the answer:

Shall you go at four o'clock? (*Shall* denotes futurity.)
Will you accompany me? (*Will* denotes promise.)

Exercise 39

Copy the following sentences. Fill the blanks with *shall* or *will* to express the speaker's *determination* or *promise* to bring about the act named:

1. My son .... take my answer to you tomorrow.
2. Yes, my son, your request .... be granted.
3. We .... grant you an audience soon.
4. The umbrella .... be returned this evening.
5. They .... not elect their man.
6. I .... never consent to be thus imposed upon.
7. I am determined that you .... obey me.
8. He .... pay the bill, as I have resolved.
9. I .... keep my promise though the heavens fall.
10. You .... have as many coppers as you please.

Exercise 40

Copy the following sentences, and fill the blanks with *shall* or *will*, so as to express a probable *future event*, but with no promise or pledge:

1. We .... have rain very soon.
2. By what express .... I send the books?
3. He thinks he .... be admitted to the bar.
4. You .... enjoy the book very much, I think.
5. .... the King of all the earth do wrong?
6. I do not know when I .... be here again.
7. When .... he be here again?
8. We .... regret losing our good neighbor.
9. I think we .... be able to make shipment tomorrow.
10. Mr. S. .... live but a few weeks.

Exercise 41

Copy the following sentences using the proper word, *shall* or *will*, to express the meaning evidently intended:

1. I fear that I *will—shall* take cold.
2. We *will—shall* fight it out on this line.
3. I promise you the money *shall—will* be raised.
4. I *will—shall* have it in spite of all you can do.
5. We expect that they *will—shall* bring their books.
6. We *should—would* like to grant your request if we could.
7. You *would—should* like these olives if you knew how to eat them.
8. He *should—would* study more diligently if he understood the importance of it.
9. I *shall—will* probably fail to pass the examination.
10. *Will—shall* you promise me to sing at the concert tonight? Yes, I *shall—will* sing tonight.
11. *Shall—will* you stop at Chicago on your way West? No, I don't think I *will—shall*.
12. .... we be permitted to go?
13. I .... be very grateful if you .... do this.
14. Where .... we join you?
15. I fear I *should—would* be drowned if I *would—should* go swimming.

COMPOSITION

Write sentences using *will* to express a promise; *shall* to express determination; *shall* in a question; *should* and *would* in conditional sentences.

PERFECT TENSES

There are three verb phrases, called perfect tenses, that represent completed action or being. They are the PRESENT PERFECT, the PAST PERFECT, and the FUTURE PERFECT.

The PRESENT PERFECT tense denotes an action or an event as completed at the present time. It is formed by placing *have* or *has* before the perfect participle:

I *have finished* my lessons.
The storm *has ceased.*

The PAST PERFECT tense denotes an action or an event as completed at or before a stated past time. It is formed by placing *had* before the perfect participle:

We *had shipped* the goods before your letter reached us.

The FUTURE PERFECT tense denotes that an action or an event will be completed at or before a stated future time. It is formed by placing *shall have* or *will have* before the perfect participle:

I *shall have shipped* the goods before you receive this.
He *will have finished* his work before that time.

PRINCIPAL PARTS

Although there are six tenses, each verb has but three distinct tense forms, called PRINCIPAL PARTS; namely, the PRESENT, the PAST, and the PERFECT PARTICIPLE. The PERFECT PARTICIPLE is used in forming the perfect tenses. This form *must not be used without an auxiliary.* This should be kept in mind by the student while memorizng the following table of principal parts. In giving the principal parts, the most frequently used auxiliaries, *have, has, had,* should be spoken with the perfect participle; as, PRESENT, rise; PAST, rose; PERFECT PARTICIPLE, *have, has,* or *had* risen.

CHAPTER IV

VERBS—Continued

IRREGULAR VERBS

Most verbs form their past tense and perfect participle by adding *d* or *ed* to the present; as, stop, stopped, stopped.

A number of verbs, however, are irregular in these forms, and are known as IRREGULAR VERBS. The following list of irregular verbs should be memorized.

NOTE.—This list should be used as a spelling lesson, the teacher dictating the present forms, the pupils writing the past and perfect participle.

Present Tense	*Past Tense*	*Perfect Participle*
am	was	been
arise	arose	arisen
awake	awoke, awaked	awaked
bear (to carry)	bore, bare	borne
become	became	become
begin	began	begun
bend	bended, bent	bended, bent
bid (to command)	bade	bidden
bite	bit	bitten, bit
bind	bound	bound
blow	blew	blown
break	broke	broken
bring	brought	brought
burst	burst	burst
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk, drank
drive	drove	driven

Present Tense	*Past Tense*	*Perfect Participle*
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forget	forgot	forgotten, forgot
freeze	froze	frozen
get	got	got, gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (to suspend)	hung	hung
hang (to take life)	hanged	hanged
know	knew	known
lay (to place)	laid	laid
lend	lent	lent
lie (to recline)	lay	lain
pay	paid	paid
ride	rode	ridden
ring	rang, rung	rung
rise	rose	risen
run	ran	run
see	saw	seen
set (to place)	set	set
shake	shook	shaken
shrink	shrank, shrunk	shrunk, shrunken
sing	sang, sung	sung
sink	sank, sunk	sunk
sit (to be seated)	sat	sat
slay	slew	slain
speak	spoke, spake	spoken
spring	sprang, sprung	sprung
steal	stole	stolen
strike	struck	struck, stricken
swear	swore	sworn
swell	swelled	swelled, swollen
swim	swam, swum	swum
take	took	taken
teach	taught	taught

Present Tense	*Past Tense*	*Perfect Participle*
tear	tore	torn
throw	threw	thrown
wake	waked, woke	waked, woke
wear	wore	worn
write	wrote	written

Exercise 42

PAST TENSE AND PERFECT PARTICIPLE

Write the following sentences, omitting the improper italicized verbs. Do not use a past tense form with an auxiliary; do not use a perfect participle without an auxiliary:

1. If I had not *saw—seen* what I *saw—seen*, I should not have *did—done* what I *did—done*.
2. I was to meet Jones here, but he has not *come—came*.
3. You have *tore—torn* your coat.
4. Have you *wore—worn* your new coat?
5. Someone has *took—taken* my book.
6. Have you *wrote—written* your lesson?
7. The bell had *rang—rung* before the whistle *blowed—blew—blown*.
8. The pitcher *throwed—threw—thrown* the ball into the field.
9. Before the man had time to think the panther had *sprung—sprang* upon him.
10. I *done—did* that work yesterday, and have *done—did* it again today.
11. Although the water was muddy, we all *drunk—drank* it.
12. No one has ever *swam—swum* the Whirlpool Rapids.
13. They *sang—sung* that song at the beginning of the term, and they have *sung -sang* it every day since.
14. Beeves are *hanged—hung;* men are *hung—hanged*.
15. The river has *rose—risen* several feet.
16. Everyone else was up before I had *awaked—awoke —awakened*.
17. I *began—begun* my work before you came.

18. I shouldn't have *gone—went* if I had *knowed—known—knew* it was so far away.
19. He *done—did* it; I *saw—seen* him.
20. The windowpane was *broke—broken* by James.
21. The newsboy must have *forgot—forgotten* to leave the paper.
22. I was up before anyone else had *arose—arisen*.
23. The old woman has *bore—borne* her troubles well.
24. The tower of the church has *fell—fallen* down.
25. The river has *overflowed—overflown* its banks.
26. He committed the crime and *fled—flew*.
27. The frightened horses *ran—run* into the yard.
28. I have *showed—shown* you all my books.
29. The witness has *swore—sworn* to tell the truth.
30. We were badly *shook—shaken* up.
31. I fear I should be *drowned—drownded* if I should go swimming.
32. If we had *came—come* late, would it have made any difference?
33. The fruit has been *froze—frozen*.
34. I *seen—saw* him after he had *written—wrote* the last page.
35. They were *driven—drove* out of their home.
36. Her flowers *growed—grew* fast.
37. She has *ridden—rode* that horse many times.
38. He has *become—became* indifferent.
39. The queen *bid—bade* all her servants come before her.
40. On our return home we found the waterpipes *busted—burst—bursted*.

Exercise 43

Sit and *set*

Sit is intransitive, and *must not be* used with an object.
Set is transitive, and *must be* used with an object.

1. He .... the pail on the bench this morning.
2. The pail has .... there since it was .... there, and it is still ....ing there.
3. May I .... here?
4. He has been ....ing there all afternoon.

5. You .... very quietly.
6. Those trees were .... out last spring.
7. Let him .... there as long as he wishes.
8. He has .... there all day.
9. He was found ... ing alone in the park.
10. This fact seems too simple to be .... down here.

Exercise 44

Lie and *lay*

Lie is intransitive; it *must not be* used with an object.
Lay is transitive; it *must not be* used without an object.

1. He has .... in bed all morning.
2. Let the sleeping dogs ..... .
3. Let him .... there until he wakes.
4. Now I .... me down to sleep.
5. I am ready to .... down.
6. He ... the papers before the judge yesterday.
7. The papers were .... aside by the judge.
8. They are still .... on his desk.
9. They have .... there since yesterday.
10. Can anyone tell me who .... these things here?

Exercise 45

Rise, arise, and *raise.*

Rise is intransitive; it *must not be* used with an object.
Raise is transitive; it *must not be* used without an object.

1. I will .... and go to my father.
2. The heavy snows have caused the river to .....
3. He has .... early today.
4. .... your hand if you know.
5. They have all .... their hands.
6. The price of meat has .....
7. The bread would not .....
8. The curtain is to .... at eight. I myself shall see to ....ing it then.
9. Rents are ....ing every year.
10. Do you think the landlords will ... the rents again this year?

Exercise 46

1. The river *rises—raises* rapidly.
2. The safe was *raised—risen* by means of a rope.
3. When we are weary we *lie—lay* down.
4. I *lay—laid* down this afternoon.
5. I have frequently *laid—lain* in bed until eleven.
6. Please *sit—set* here until I return.
7. She *set—sat* the hen on some eggs, and she is still *sitting—setting* there.
8. He was engaged in *sitting—setting* out flowers.
9. I saw that book *laying—lying* on the table.
10. I have *laid—lain* on that sofa many times.
11. I'm so glad to see you; come in and *sit—set* down.
12. Don't *sit—set* around when you have work to do.
13. The thief ran away, but the detective is *lying—laying* for him.
14. These eggs were *laid—lain* yesterday.
15. He *rose—raised* rapidly to prominence.
16. He tried to *rise—raise* himself from the condition into which he had fallen.
17. One *sets—sits* a hen, and she *sets—sits* on the eggs.
18. Then we call her a *setting—sitting* hen.
19. At daybreak we will *sit—set* out on our journey.
20. The sun *sets—sits* in the west.

Exercise 47

May and *can; might* and *could*

May expresses probability or permission. *Might* is the past form of *may*.

Can expresses power or ability. *Could* is the past form of *can*.

1. *Can—may* I borrow your book?
2. *May—can* Mary and I be excused?
3. Who *can—may* deny that God is just?
4. I asked him whether I *might—could* come to see you.
5. I never *could—might* understand geometry.
6. *Can—may* a lie ever be justifiable?

7. If he has sufficient strength he *can—may* remove the window, but he will not do so unless the owner says he *can—may*.

8. No one *can—may* smoke in this room.

9. *May—can* I ask your name, sir?

10. You *may—can* go out and play.

11. The pupil asked if he *could—might* be excused from reciting.

12. They wanted to know if they *might—could* have a holiday.

13. I wish I *might—could* have a vacation.

14. *Can—may* the mountain be climbed?

15. That *can—may* be true, but it *can—may* not be relied on.

COMPOSITION

Illustrate in sentences the correct use of *sit, set, rise, raise, can, may, lie, lay.*

PERSON AND NUMBER

The verb agrees with its subject in person and number. The verb *be* has the following person and number forms:

PRESENT TENSE

Singular	*Plural*
1. I *am*	We *are*
2. You *are*	You *are*
3. He *is*	They *are*

PAST TENSE

1. I *was*	We *were*
2. You *were*	You *were*
3. He *was*	They *were*

Other verbs have only one inflection for number and person. With a subject in the third person, singular number, a verb or an auxiliary in the present or present perfect tense must end in *s:*

Miss Brown *sings* in the village choir.

She *has* been singing for many years.

In the present tense column of the list on page 47 the verbs (with the exception of *am*) are plural number. Each requires the addition of *s* or *es* when used with a singular subject:

He *arises*. The servant *awakes*. The squaw *bears* the burdens.

Perhaps the most frequent error made in connection with verbs is the use of a singular verb with plural subject.

Exercise 48

1. Our attorneys *write—writes* us that the claim is uncollectible.
2. The statement *is—are* taken at its face value.
3. Mr. Manley *has—have* proposed a plan for the adjustment of differences between the operators and miners.
4. The operators *believe—believes* this proposition equivalent to the old scale.
5. The developments *is—are* awaited with interest.

Exercise 49

When the verb and its subject become separated, especial care must be exercised to see that the verb is not made to agree with some word near it, rather than the real subject:

1. Our attorneys having charge of your claim for damages against R. H. Keel *write—writes* that the claim is uncollectible.
2. The statement credited to Huerta's war minister in connection with the issuance of orders to the two Federal gunboats *is—are* taken at face value.
3. Mr. Manly, who is attending the convention as a representative of the Eastern Ohio operators, *has—have* proposed a plan for the adjustment of differences between operators and miners.
4. The operators of Eastern Ohio, where it is estimated that 35 percent of the output of a mine is fine coal, *believe—believes* this proposition equivalent to the old scale.
5. The developments of the next twenty-four hours at the meetings of the Mediation Committee *is—are* awaited with interest.

6. The chastity of honor, which left a stain like a wound, which inspired courage while it mitigated ferocity, which ennobled whatever it touched, and under which vice itself lost half its evil by losing its grossness, *is—are* gone.—*Burke.*

7. The sight that pulled the hardest at the heartstrings of the great throng of onlookers that witnessed the removal of the bodies *was—were* that of the sailors carrying the tiny caskets containing the bodies of babies that were drowned.

8. The great good which this organization has accomplished and the vast influence which it has so fortunately exercised throughout the world *is—are* evidenced in a very impressive way by the loyal support it receives from its large membership.

9. The formal statement of the rules and exceptions *is—are* followed by exercises to be written out by the student.

10. The manner in which he uses mixed metaphors, split infinitives, and dangling participles *show—shows* a lack of training.

Exercise 50

Errors are frequently made when the subject is out of its usual order:

1. In front of the building *stand—stands* four large marble vases.
2. Gracefully *bend—bends* the willow.
3. How full of briars *is—are* this working-day world.
4. The greatest of all treats *is—are* the singing of the nightingale.
5. In yonder hut *live—lives* three dark-eyed savages.
6. Far beyond the storm-tossed seas *is—are* our island home.
7. The dews their jewels *bring—brings.*
8. In the old attic *is—are* found a queer assortment of antique books.
9. Suddenly there *appear—appears* at his side two strange men.
10. Into the life of every man *come—comes* a few opportunities.

SPECIAL RULES

A plural subject requires a plural verb; as Birds *fly*, The flowers *are blooming*.

If the subject is plural in form but singular in meaning, a singular verb is required; as, Fifteen dollars *was* spent on the enterprise.

Exercise 51

1. There *is—are* three pounds of butter in the pail.
2. Ten years *seem—seems* a long time to stay in one place.
3. Mathematics *has—have* always been interesting to me.
4. A great many errors *was—were* found in the boy's work.
5. The news concerning the blockade *has—have* been confirmed.

Subjects connected by *or* or *nor*

Two or more singular subjects connected by *or* or *nor* require a singular verb; as, Neither James nor John *is* coming.

When two or more subjects connected by *or* or *nor* differ in person or number, the plural is placed nearest the verb and the verb agrees with it in the plural; as, Either the teacher or the pupils *are* to blame for the poor results.

When the subjects differ in person, an awkward sentence may be avoided by using a verb with each subject; as, Either you *are* wrong, or I *am*.

Exercise 52

1. Neither Mary nor Lucy *is—are* qualified to fill the position.
2. The general or his aids *is—are* to be here.
3. Neither he nor I *is—am—are* going.
4. Neither Brown nor his friends *know—knows* anything about it.
5. Neither beauty, wealth, nor talents *was—were* injurious to her modesty.

Subjects connected by *and*

Two or more singular subjects connected by *and* require a plural verb; as, Mary and Lucy *are* studying.

When the subjects connected by *and* refer to the same person, a singular verb is required; as, The secretary and treasurer (one man) *is* out of the city.

When they represent one idea or are very closely connected in thought, a singular verb is required; as, Bread and butter *is* wholesome food.

When preceded by *each*, *every*, *many a*, etc., a singular verb is required; as, Every street and alley *was* filled with people.

When one of the subjects is affirmative and the other negative, the verb agrees with the affirmative and is understood with the negative; as, The condition of the market, and not our desires in the matter, *governs* prices.

Two or more singular subjects connected by *as well as*, *and also*, *in addition to*, etc., require a singular verb; as, The letter, as well as the package, *has* been miscarried.

Exercise 53

1. Each of the churches *has—have* art windows.
2. The horse and carriage *is—are* waiting at the gate.
3. The president and owner of the school *talk—talks* to the students every day.
4. Diligent industry, and not mean savings, *constitutes—constitute* honorable competence.
5. Mr. Washington, and also Mr. Jones, *is—are* to address the students.

COLLECTIVE NOUNS AS SUBJECTS

When a collective noun refers to its individuals as acting separately or independently, it should be followed by a plural verb; as, The jury *were* not unanimous.

When a collective noun refers to its individuals as acting as a whole, the singular verb is required; as, The jury *was* a long time reaching its decision.

Exercise 54

1. The committee *has—have* been faithful from the beginning.
2. The audience *was—were* held by the speaker as if *it—they* were one man.
3. When he ceased, his audience *was—were* free to go *their—its* ways.
4. The crowd *was—were* composed of men of every class.
5. The public *is—are* often deceived by false appearances.
6. The public *is—are* cordially invited.
7. His family *is—are* in Cincinnati.
8. His family *is—are* in Cincinnati and St. Louis.
9. The Unity Club *is—are* having a regular meeting today.
10. The senior class *has—have* decided to give a play.

Exercise 55

1. Every hill and every mountain *has—have its—their* echo.
2. The secretary and treasurer *has—have* made a statement.
3. Bread and butter *has—have* a place on nearly everyone's table.
4. Every citizen and soldier *is—are* ready to defend the country's honor.
5. Your coat and hat *is—are* in the wardrobe.
6. Every house and lot *has—have* been sold.
7. Neither the general nor the soldiers *realize—realizes* the danger.
8. Either Mary or Ellen *is—are* willing to help you.
9. Poverty or wealth *has—have* many temptations.
10. Poverty and wealth *has—have* many temptations.
11. The firm *is—are* nearly ready to move into the new building.
12. In America, the people *elect—elects* the president.
13. The society *has—have* held three meetings this month.

14. The father, as well as the sons, *has—have* duties to perform.
15. Not one of the class *has—have* failed this week.
16. Every member of the society *is—are* expected to attend all meetings.
17. Neither the master nor the servants *is—are* to blame in the matter.
18. The whole class *is—are* to meet in the library.
19. The lowest mechanic, as well as the richest citizen, *is—are* protected by the new law.
20. To this cause, no doubt, *is—are* due all the failures.
21. Nothing but trials and disappointments *seem—seems* to await me.
22. A tall man with a little boy *was—were* walking leisurely through the deserted street.
23. Either of the men *is—are* worth a million.
24. *Was—were* you ever in Chicago?
25. Many a day *has—have* passed since then.

Exercise 56

1. Till those questions were well answered, trade was in danger of standing still, and that large body of men who were not counted as citizens, and had not so much as a note to serve as an anodyne, *was—were* likely to get impatient.
2. Who was it that had said five hundred florins *was—were* more than a man's ransom?
3. The blind father sat with head uplifted, as if he *were—was* gazing into his daughter's face.
4. "Plutarch's Lives" *is—are* a good book.
5. He was chosen one of the four speakers who *was—were* to speak on commencement day.
6. The end and aim of his life *is—are* to get money.
7. This is one of the four metals that *is—are* available.
8. Ten minutes *was—were* given him in which to answer.
9. Neither sincerity nor cordiality *characterize—characterizes* him.
10. Twenty years of his life *was—were* spent in prison.

11. Both physical and manual training *are—is* necessary.

12. The wife and mother *kneel—kneels* in prayer.

13. Neither the manager nor his assistants *has—have* a thorough knowledge of the business.

14. The people of the United States *take—takes* great interest in political discussions.

15. The violet and the hyacinth *bloom—blooms* about the same time.

16. My neighbor's dogs *do—does* nothing but howl.

17. The men that *do—does* things *are—is* the men that *succeed—succeeds.*

18. Even the captain and the mate, who usually *do—does* not shrink from any danger, *has—have* been convicted of cowardice.

19. Into every man's life there *come—comes* at least one great sorrow and one supreme opportunity.

20. The costliness of her dress and jewels *was—were* evident at a glance.

21. The persecutions of the old college bell, which summoned him every morning from a warm bed to a chilly class-room, *interrupt—interrupts* his slumbers no longer.

22. The number of men and women present *was—were* not so large as on former occasions.

23. Many a communication, telegraphic as well as postal, *has—have* been exchanged between the President and responsible officials of the state of California.

24. The British commander gave notice to the Spanish authorities that if another Englishman or another American *was—were* shot, he would bombard and destroy the town.

25. Three drops of this medicine *is—are* a dose.

COMPOSITION

Write sentences illustrating: Subject out of usual order; two subjects connected by *or* or *nor;* two subjects connected by *and;* subject and verb separated; collective noun as subject.

Exercise 57

Don't and *doesn't*

Don't is the contraction of *do not*, therefore plural; it may be used with nouns in the plural, and with the pronouns, *I*, *we*, *you*, *they*.

With *he*, *she*, and *it*, and nouns in the singular, *doesn't* or *does not* should be used.

Write the following sentences, inserting the proper form, *don't* or *doesn't:*

1. I .... understand why she .... try to overcome that defect.
2. It .... seem as if it would ever stop raining.
3. He is a foolish man who .... improve his opportunities.
4. .... everybody know that "don't" is plural?
5. Why .... he investigate the matter?
6. It .... make any difference to him, one way or the other.
7. Politics *is—are* a matter which .... interest him.
8. This year's team .... compare with the team of last year.
9. It .... take long to learn shorthand.
10. Yes, he said so; but that .... make it so.
11. Either they .... know any better, or he .... care.
12. Clara .... look much like her sister.
13. He .... know his own relatives.
14. I .... understand why every stenographer .... make a special study of English.
15. She .... seem to take the proper interest in her work.

Exercise 58

OTHER CONTRACTIONS

Grammarians condemn the use of contractions in formal composition. They are, however, permissible in ordinary conversation; and are used more or less by present-day writers. *Ain't* and *hain't* are always wrong.

Attention is here called to the spelling of contractions. Though the rule is simple and invariable, they are frequently misspelled.

An apostrophe is placed where the letter or letters are omitted. In *don't* the *o* in *not* is omitted; in *you'll*, *wi* in *will*, etc.

Write contractions for the following expressions:

1. I will
2. I would
3. I had
4. You will
5. You are
6. He will
7. He would
8. She will
9. She would
10. It is (two forms)
11. It was
12. It were
13. They are
14. They will
15. Have not
16. Has not
17. Is not
18. Are not
19. Can not
20. Would not
21. Did not
22. Will not*
23. It will
24. Ever
25. Never
26. Even

*NOTE.—*Won't* comes from the Middle English "wol not," and is either singular or plural.

Exercise 59

Got

Do not use *got* with *have*, *has*, or *had* to indicate possession or obligation. *Have got* means "have secured (obtained)."

Write the following sentences, omitting *got* where it is incorrectly used:

1. I have got some books on that subject.
2. Have you got a knife?
3. I tried to get permission to go, but I haven't got it yet.
4. Have you got permission to go?
5. I have got to leave at 4 p. m.

Exercise 60

REVIEW OF VERBS

Correct such of the following sentences as are incorrect. Give reasons:

1. Kindly sit the vase on the mantle.
2. We found the pictures laying in the bottom of the box.
3. The poor crops will cause prices to raise.
4. If the weather was not so cool, it would be better for vegetation.
5. When may I call and show you my samples?
6. John's employer said he could go an hour earlier on Saturday.
7. When shall it be convenient for you to go over the plans with me?
8. I would be pleased to help you at any time.
9. When I reached the doctor's office, he had went out to see a patient.
10. It is an accomplishment to be able to legibly and grammatically write a business letter.
11. I should have been glad to have bought your property, had I knew it was for sale.
12. John killed a snake standing in the yard yesterday.
13. It don't seem to be so hot as it was yesterday.
14. Tom Anderson hasent missed a meal in ten years, and yet he says he isnt well.
15. The newspaper says that the Star Traction Co. has got to pay ten thousand dollars damages to Joseph Peck.
16. The citizens of this state seems to have lost all pride and patriotism.
17. We are informed that you are in trouble. Please let us know what the state of affairs is.
18. Speed is acquired by reading as well as by writing, and this method of practicing each word and phrase in the vocabulary over and over many times get the exact form of the correct outline thoroughly fixed in the mind and, at the same time, give the student experience in forming the characters.
19. Ten years have passed since I seen him last.
20. Nothing but expense and trouble have grown out of the business.

Exercise 61

Review of nouns, adjectives, and verbs.

Correct such of the following sentences as are incorrect, and give reasons:

1. We have opened several cases of ladie's and childrens shoes.
2. The attornies for the defense will ask for a new trial.
3. Several court-martials were held in Mexico recently.
4. What sort of a position do you wish?
5. It isn't safe to trust them kind of people.
6. The News has the largest circulation of any other paper in the city.
7. I saw a large and small dog laying in the yard.
8. A long black ladys glove was found on the floor.
9. Which is the cheapest, the black, or white hat?
10. Two teaspoonsful of this mixture, dissolved in a glass of water and drank during effervescence, makes a cooling drink.
11. I understand that no one but the Smith's have been invited.
12. I meant to have called you this morning.
13. What have you got to do before you shall be ready to go?
14. Neither Anderson nor Thompson are willing to assume the obligation.
15. "Folio" isn't one of the words that adds *es* in the plural.
16. Is it ignorance or carelessness that is causing so many stenographers to fail?
17. The derivation of the word, as well as the usage of our best writers, are in favor of this view.
18. He appeared to clearly understand the various steps of the process.
19. A rapid increase in the number of schools and of the pupils attending them is not at present to be expected.
20. If he was wise he would content himself to follow his parents advice.

CHAPTER V

ADVERBS

An ADVERB is a word used to modify a verb.

The students work *quietly.*
We must go *now.*
You may place the book *here.*
He should study *more.*

Quietly tell *how* the students work.
Now tells *when* we must go.
Here tells *where* you may place the book.
More tells *how much* he should study.

An adverb answers the question, How? When? Where? or, How much? in reference to the action expressed in the verb which it modifies.

Most adverbs of manner (those telling *how* an action is performed) end in *ly.* Adverbs of this class modify only verbs of action—not copulatives or sense verbs; as, smell, taste, etc. These are followed by adjectives.

Adverbs modify *adjectives* also:

She is *very* studious.
The river is *quite* low.
He seems *too* ill to work.
This lesson is *so* difficult.
He is an *exceedingly* rich man.

An adverb modifying an adjective expresses degree. It answers the question, How? or, To what degree? *Very* tells *how* studious; *quite*, how low; *too*, how ill; *so*, how difficult; *exceedingly*, how rich.

Adverbs modify other *adverbs:*

She works *very* quietly.
He walks *rather* slowly.

An adverb is a word used to modify a verb, an adjective, or an adverb.

Exercise 62

List the adverbs in the following sentences, telling what they modify:

1. He writes badly now; then he wrote well.
2. Here he was gladly received; there he was unkindly repulsed.
3. They greeted us very cordially.
4. The house is too large.
5. He is slowly but steadily gaining ground.
6. Slowly and sadly they laid him down.
7. It is almost done.
8. Any suggestions will be very kindly received.
9. They traveled slowly.
10. The soldier was quickly overcome.

REVIEW

Before taking up the next exercise, review the following facts relative to parts of speech discussed up to this point; namely, noun, adjective, verb, adverb:

The noun may be modified by an adjective, and it *can not be modified by any other part of speech.* In the sentences, This is John's book, and Where is my hat? John's and my are possessive adjectives.

The adjective is used to modify a noun or a pronoun, and *it must not be used to modify any other part of speech.*

The adjective may be modified by an adverb, and *by no other part of speech.*

The verb may be modified by an adverb, and *it can not be modified by any other part of speech.*

An adverb may modify a verb, an adjective, or an adverb.

An adverb may be modified by an adverb, but *by no other part of speech.*

Verbs and nouns are modified; adjectives and adverbs modify and may be modified.

Exercise 63

Rule a sheet in four columns, heading them noun, adjective, verb, adverb. Classify the italicized words in the following sentences:

1. This *long march* through the primeval *forest* and over the *rugged* and *tractless mountains* was one of the most *remarkable exploits* of the *war*.
2. *Dutch cheeses are* the favorite *relish* of *English epicures*.
3. The *defeated* candidate will *retire* into private *life*.
4. *These* prices, as you say, *are too high*.
5. I *intend to begin* work *tomorrow*.
6. I shall be glad *to see* you *whenever* you may find time *to come*.
7. Thoughts do *often lie too deep* for *tears*.
8. We now have an *especially attractive line* of goods.
9. He *breathes freely*.
10. These people *were treated very badly*.

Exercise 64

Use the adverbs meaning the same as the italicized phrases in the following:

1. The gardener arranged the plants *with precision*.
2. The news is published *every day*.
3. *Once in awhile* we meet a real hero.
4. The correct time is received here *every hour*.
5. Some geysers flow *with regularity*.
6. We fill all orders *with promptness*.
7. Automobiles must run through the city *at slow speed*.
8. This room is arranged *with taste*.
9. He has lived *in that place* ten years.
10. His statement was made *with frankness*.
11. I hope that my application will be considered *with favor*.
12. The package was mislaid *by accident*.
13. The superintendent has treated the men *in a contemptible manner*.

14. Are you interested in the enterprise *in a financial way?*
15. Our overhead expenses have been reduced *to a considerable extent.*
16. The debater presented his points *in a very logical order.*
17. The seats in the theater are arranged *in a peculiar manner.*
18. We may say *with safety* that it is always highflown to use "witness" for "see."
19. The note was written *with simplicity and sincerity.*
20. He spoke *with much firmness.*

COMPARISON

Adverbs are compared to show different degrees.

A few adverbs are compared by adding *er* or *est* to the simple form; as, often, oftener, oftenest.

Some are compared irregularly; as, well, better, best; far, farther, farthest.

Most adverbs are compared by means of *more* and *most*, *less* and *least.*

PLACING OF ADVERBS

Place the adverb where it will most clearly show the meaning intended.

An adverb naturally follows the verb it modifies unless the verb is followed by a complement or other lengthy modifiers:

They traveled slowly.

They slowly traveled the long and wearisome path up the mountain.

Exercise 65

Put the adverbs in the parentheses in the proper places:

1. The difficulty is to get a practical system of grouping (really).
2. His statement means that necessity is the mother of invention (simply).

3. He found himself in need of more room (desperately).
4. "Sweated" labor profits nobody much (often).
5. We do not reject idioms because we can not parse them (merely).
6. Majestic words suit with majestic occasions (only).
7. The stenographer's work is under notice (constantly).
8. Our new plant is ready for business (almost).
9. We shall be able to ship tomorrow (probably).
10. This is not the purpose for which it was intended (originally).

The words *only*, *merely*, and *also* give the most trouble in placing. Sometimes they are adjectives and sometimes adverbs, and their different positions in the sentence convey very different meanings.

Explain the meaning of each of these sentences:

Only I heard him. — I heard him *only*.
I *only* heard him. — I heard *only* him.

Exercise 66

Place the words *only*, *merely*, and *also* in these sentences to express the meaning indicated:

1. I am going to the post office (*only*—no farther than the post office).
2. Mr. Sherman teaches grammar (*also*—grammar as well as other branches).
3. Mr. Sherman teaches bookkeeping (*only*—no one but Mr. Sherman).
4. I mentioned the matter to refresh his memory (*merely*—his memory and nothing else).
5. I mentioned the matter to refresh his memory (*merely*—no more than mentioned).
6. I want what is due me (*only*—what is due and nothing more).
7. The society elected three officers (*only*—did nothing but elect officers).
8. The society elected three officers (*only*—no more than three).

9. He writes for the Times (*also*—the Times as well as other papers).
10. He writes for the Times *also*—he as well as others).

Exercise 67

Rewrite the following sentences, placing the italicized adverbs so as to express properly the meaning evidently intended:

1. It will *only* cost you a cent to get our catalogue.
2. There can *not* be found one book that exactly suits our needs.
3. The houses are *nearly* painted alike.
4. We are selling three one-dollar shirts for $2.25. You *almost* get one shirt free.
5. The pupils were instructed to *not* mark in their books.
6. I shall take pains to *fully* meet your requirements.
7. The author agreed to *promptly* revise the book.
8. Even the gambler *only* takes such hazards as are necessary.
9. The teacher must thoroughly understand his subject in order to *successfully* teach it.
10. He says he intends to *never* enlist again.
11. He *early* had formed the study habit, which enabled him to *quickly* and *satisfactorily* complete his course.
12. The President will not fail to *promptly* demand recognition of our rights.
13. I shall ask Mr. Harris to *severely* reprimand the guilty person.
14. Mr. Brown *nearly* made a thousand dollars in a real estate deal last week.
15. This restaurant *only* caters to the white race.

CAUTIONS

Participles should never be modified by *very* or *too:*

He was much pleased (not *very pleased*).

He was too much frightened (not *too frightened*) to speak.

A caution about the spelling of the adverb *too* is necessary.

Remember that this word means *also* or *more than enough:*

I, *too*, will go.

You bought *too* many goods.

Exercise 68

Supply *to*, *too*, or *two:*

1. I want .... hear him sing.
2. Did you buy .... of those cases?
3. He intends going .... the auction sale.
4. We were ... much grieved .... notice his absence.
5. Why not order .... dozen more?
6. That firm is .... reckless in expenses.
7. They .... lost in that bank failure.
8. You will wait until it is .... late ... buy ... advantage.
9. They would like .... go .....
10. Those .... men are .... honest .... engage in any such scheme.

Exercise 69

Good and *well*

Good is usually an adjective*. *Well* is an adverb, sometimes used as an adjective*.

**Good* is used as a noun in such expressions as, The evil that men do lives after them, the *good* is oft interred with their bones. Also, It is said that the *good* die young.

**Well* is often used as an adjective, meaning good health; as, I am very *well*, thank you. There is not a *well* person in the family.

After *look*, *sound*, *taste*, *smell*, *feel*, use the predicate adjective.

Write the following sentences, omitting the improper italicized words:

1. Between you and me, that work was done *good—well* enough for anybody.
2. That man has not seen a *good—well* day for years.
3. I can never believe that the convict was a *good—well* man.
4. This pen is so poor that I can't write *good—well.*
5. There is an old saying that the *good—well* die young.

6. How do you like this candy? Does it taste *good—well?*

7. How do you feel today? Pretty *good—well*, thank you.

8. Don't you like these pictures? I think they are very *good—well.*

9. I think Fannie looks *good—well* in her black dress.

10. She is a capable stenographer. She reads her notes *good—well.*

Exercise 70

Real and *very*

Real is an adjective of quality; *very* is an adverb of degree:

1. I think your new hat is *real—very* pretty.

2. We were very much alarmed about the boy; he was *real—very* sick.

3. Is that stone in your ring a *real—very* diamond?

4. Isn't it a *real—very* pleasant evening?

5. Clara's dress was trimmed with *real—very* point lace.

6. The climate of Colorado is *real—very* healthful.

7. These paper chrysanthemums look *real—very* natural.

8. It was a *real—very* treat to listen to such a discourse.

9. Miss Jackson was *real—very* kind to excuse us from reciting in history today.

10. In this age of superficiality and deceit, it is encouraging now and then to see a *real—very* hero.

ADJECTIVE OR ADVERB

Errors are very frequently made in choosing the word following a verb. The error most frequently made is in using an adverb of manner (the form ending in *ly*) where an adjective should be used. This can be avoided by noting carefully the following remarks.

As the specific use of such words as badly, slowly, sadly, etc. (adverbs of manner), is to tell *how* an *action* is performed, they can be correctly used with *action verbs* only.

The following are correct:

The boys behaved very *badly.*
They travel *slowly.*
Slowly and *sadly* they laid him down.

In each example the verb is active; that is, the *subject* is represented as *doing something,* and badly, slowly, sadly, tell *how* the action is performed.

Let us remember, however, that some verbs do not express action, and therefore are not modified by adverbs of manner:

Sugar *tastes* sweet.

Sweet names a quality of the subject *sugar.* Sugar is a noun; the modifier of a noun *must* be an adjective.

Tastes does not express an action, it simply asserts the relation between sugar and sweet. Sugar is not represented as *doing* something.

To determine which to use in a sentence, slow or slowly, quick or quickly, prompt or promptly, etc., ask yourself these questions:

Does the verb express action? Does the *subject* do something? Is the word in question used to tell *how* this action is performed? If so, use the adverb.

Is the verb copulative? Does it merely assert the relation between the subject and the word in question? Does the word following the verb name a quality of the subject? If so, use the adjective.

Exercise 71

Choose the right word:

1. We hope this plan will prove *satisfactory—satisfactorily.*
2. All differences between us have been adjusted *satisfactory—satisfactorily.*
3. He explained the problem very *clear—clearly.*

4. After his explanation everything seemed *clear—clearly.*

5. The moon rose *resplendent—resplendently* over the sleeping village.

6. We shall be *very—very much* pleased to serve you.

7. The day dawned *calm—calmly* and *serene—serenely.*

8. How are you feeling? You do not look *good—well.*

9. I am feeling quite *well—good* today. Yesterday I felt very *bad—badly.*

10. He is a good worker. See how *enthusiastic—enthusiastically* he goes about his duties.

11. The new clerk seems *prompt—promptly* and willing to work *diligent—diligently* for the interests of his employers.

12. He appeared *prompt—promptly* at the hour appointed.

13. The boy was *too—too much* frightened to know what had happened.

14. I can build a house *easier—more easily* than I can write an essay.

15. How *strange—strangely* it all seems!

16. After his misfortune, the poor boy looked *wretched—wretchedly.*

17. All these flowers smell very *sweet—sweetly.*

18. Doesn't Bertha look *beautiful—beautifully* in her new gown?

19. The unkind words sounded *harsh—harshly* to him.

20. You do not write *plain—plainly* enough.

Exercise 72

Strike out the incorrect italicized words in the following sentences:

1. We fill all orders within a *reasonable—reasonably* short time after their receipt.

2. A telegram should be as brief as *possible—possibly, consistent—consistently* with clearness.

3. The output of the factory has been *considerable—considerably* increased.

4. The secretary says that it is altogether *probable—probably* that the strike will be settled this week.

5. The first edition of the book was sold in a *remarkable—remarkably* short time.

6. If you think *favorably—favorable* of this proposition wire me at your earliest convenience.

7. The activity of the German submarines increased the danger of ocean travel *considerable—considerably.*

8. As the building is to be used for only a short time, we wish it constructed as *quick—quickly* as possible.

9. Charles can write two hundred words a minute, which is a *remarkable—remarkably* feat for a boy of his age.

10. The dilatory student may make *tolerable—tolerably* good progress for a time, but he is *near—nearly* sure to fail in the end.

11. You can buy from our agent there, or order *direct—directly* from us.

12. We trust the goods will reach you *prompt—promptly* and prove *satisfactory—satisfactorily.*

13. We think that arrangements might *possible—possibly* be made with Mr. G. that will be *satisfactory—satisfactorily* to all concerned.

14. Although we got into the market late, we have done a *tolerable—tolerably* good business.

15. I am of the opinion that this is an *especial—especially* desirable position, and hope you will succeed in securing it.

16. It is quite *probable—probably* that the differences between operators and miners will soon be *amicable—amicably* settled.

17. Unless those who owe us state *definitely—definite* when they will pay us, we can not carry on business.

18. The bearings seem *smooth—smoothly,* but for some reason the wheel does not run *smooth—smoothly.*

19. You would *probable—probably* find the subject more interesting if you attended class more *regular—regularly.*

20. This little narrative poem is *intense—intensely* dramatic.

Exercise 73

1. It must be read aloud and its beauties pointed out *occasional—occasionally* to create a love for metrical composition.

2. Someone has shown quite *forcible—forcibly* by a diagram the ideas we are most anxious to establish.

3. By being a child yourself you can very *easy—easily* make of yourself a wise and inspiring leader of children.

4. This is no *hasty—hastily* made haphazard collection from the suggestions of others.

5. To bring together the good things, to reprint them with all the graces of style they *original—originally* possessed, and yet to edit them so *careful—carefully* that there can be no suggestion of offense, has been the aim of the writer.

6. If they had been penmen they could not have studied *deep—deeply* enough into mental phenomena to discover the foundation of education.

7. Humanity, *collective—collectively* and *individual—individually*, evolves by or through impulses.

8. The theory of teaching the same to all sounds *plausible—plausibly*, but so long as nature endows the child with less capacity than adults, it will be wise to modify instructions *according—accordingly*.

9. Many teachers have not yet learned *full—fully* that the youth has limitations *some—somewhat* beyond the child.

10. I note in a contemporary publication *occasional—occasionally* statements to the effect that the whole arm movement is a bad thing.

11. This service, limited to one inquiry a month, will, of course, be made *critical—critically* and *suggestive—suggestively* rather than *constructive—constructively*.

12. This book is a *wonderful—wonderfully* clear, *high—highly* ingenious, and lifelong instructive analysis of the great subject.

13. This work has nothing to do with any "patent religion;" it is a *tremendous—tremendously* practical study.

14. The president spent the night on the Mayflower, and it was announced by his secretary that he was feeling *excellent—excellently* this morning.

15. You are correct in regard to using the ends *interchangeable—interchangeably*, as one set will do for a number of rolls.

16. If you can not write this line *easily—easy*, you have not practiced the preceding lessons *sufficient—sufficiently*.

17. To win a machine it will be necessary for contestants to write for fifteen minutes *consecutive—consecutively* at the rate of sixty words per minute *absolute—absolutely accurate—accurately*.

18. Last January a student in Cleveland established a world's record for student accuracy by writing sixty words a minute absolutely *accurate—accurately*.

19. Excellence is secured not alone by *continual—continually* yearning, but by working *zealous—zealously* and *methodical—methodically*.

20. A line that is made *slow—slowly* will be rougher than a line that is made *quick—quickly*.

Exercise 74

DOUBLE NEGATIVES

Avoid the use of two negatives to express negation. Correct the following:

1. The train doesn't wait for no one.
2. We didn't find nobody at home.
3. The boys don't want no holidays.
4. You don't look no older than you did ten years ago.
5. Nothing can't be done about it now.
6. The doctor said she would never be no better.
7. I hadn't no money left when I got home.
8. Abraham Lincoln never went to no college.
9. Don't you ever tell nobody what I told you.
10. He never went to no church.
11. Some people don't seem to know nothing nohow.

Exercise 75

Indicate the use of each italicized word in the following sentences:

1. Shall I *peel* the orange for you?
2. The *peel* of this orange is very thin.
3. Please *file* these letters.
4. In which *file* shall I put them?
5. We replace transportation *breaks* free of charge.
6. The waves *break* upon the shore.
7. She *wears* a *green* dress.
8. *Green* is her favorite color.
9. Both machines are subject to about the same *wear*.
10. Let us *reverse* the order of recitation today.
11. Directions will be found on the *reverse* side of this card.
12. He meets his *reverses* philosophically.
13. Don't confuse your *wants* with your *needs*.
14. We may *want* what we do not *need*.
15. The path of glory leads but to the *grave*.

Exercise 76

Correct errors:

1. There is no two of them exactly alike.
2. Can I leave my seat for a few minutes?
3. Is there anyone in the class that don't understand it?
4. We don't want no loafers here.
5. Wasn't you real glad to get home?
6. He don't seem to bowl as good as he used to.
7. They seem to me to be nearly dressed alike.
8. What did he say the name of this station was?
9. What have you got in your hand?
10. I meant to have written it this morning.

COMPOSITION

Illustrate in sentences the correct use of: *to, too, two; good, well; real, very;* adjective and adverb; adverb and and equivalent phrase.

CHAPTER VI

PREPOSITIONS AND CONJUNCTIONS

A PREPOSITION is a word used to connect a noun or pronoun to some other word in the sentence and to show the relation between them:

John is *under* the wagon.
James is *in* the wagon.
Carl is *beside* the wagon.
Charles is *on* the wagon.
Tom is *behind* the wagon.

A preposition is not quite so distinctly definable as the other parts of speech. It will be best understood by closely observing the illustrations here given, using the commonest words of the class.

Usually a preposition is *followed* by a noun or pronoun, and this following noun or pronoun is called its OBJECT.

The group of words formed by a preposition and its object is called a PHRASE. *Under wagon*, *in wagon*, *beside wagon*, *on wagon*, *behind wagon*, are phrases.

The word with which the noun or pronoun is brought into relation by the preposition is called its ANTECEDENT.

To determine the object of a preposition, ask *what?* or *whom?* after the preposition. The correct answer is the object; as, in the first example above, Under *what?* Under the *wagon.*

To determine the antecedent, ask *who?* or, *what?* before the phrase; as, *What* under the wagon? *Is* under the wagon.

Apply this to the following examples:

The antecedent may be a verb; as,
He went *with* us.
It fell *through* the air *to* the ground.
Put it *on* the table.
They stayed *under* the shelter.

An adjective; as,

Good *for* nothing	Free *from* dirt
Hoary *with* age	Prized *above* measure

An adverb; as,

Sufficiently *for* my purpose

Another noun or pronoun; as,

A box *of* wood	The top *of* the house
A ring *for* the finger	Doors *with* hinges
Pins *without* heads	Souls *above* deceit

The following are the prepositions most commonly used:

At, by, of, in, on, to, up, off, for, but, down, from, into, over, past, save, till, upon, with, about, above, after, along, among, below, since, under, across, before, behind, beyond, during, except, toward, within, without, around, besides, between, through, against, regarding, concerning, respecting, underneath, throughout, beneath.

Phrase prepositions:

As to, as for, as regards, along on, aboard of, apart from, by way of, contrary to, devoid of, from out, from beyond, instead of, in place of, in regard to, in reference to, on account of, to the extent of, with respect to.

Exercise 77

Point out the prepositions, their objects, and antecedents in the following:

1. The bright stars twinkle in the sky.
2. The boy ran after the ball.
3. We go to school.
4. She stays at home.
5. The smoke rises in the air from the chimney.
6. The leaf fell from the tree to the ground.
7. The night is dark with clouds.
8. He rides on his horse.
9. A hot fire of coals is burning.
10. The dogs barked loudly in the distant village.

PHRASES

A group of words not containing a predicate verb and used as a single part of speech is called a PHRASE.

A phrase formed by a preposition and its object is called a PREPOSITIONAL PHRASE.

A prepositional phrase may be used as:

1. An adjective modifier; as, A hot fire *of coals* is burning. *Of coals* is an adjective phrase modifying fire.

2. An adverbial modifier; as, She stays *at home*. *At home* modifies the verb stays.

Exercise 78

Divide a sheet of paper into two columns. Point out the phrases and tell what each modifies, copying the phrases in the second column and the words modified in the first:

1. We are sending a copy of our text under another cover.
2. "September" was portrayed by the smallest one in the class.
3. The flowers were secured at wholesale rate from a nearby city.
4. A ray of light shone through the window.
5. Pittsburgh is a busy city.
6. The bodies of the three hundred who were lost were tossed up by the sea.
7. Agriculture is the dominant industry of the United States.
8. The cheapness of land and the dearness of labor have been conditions favorable to the invention of labor-saving machines.
9. This avenue begins at Bandit Hall, located at the foot of the Corkscrew.
10. Around us the immense rocks were tossed in the wildest confusion.

Exercise 79

AMBIGUITY

Owing to a careless arrangement of words, sentences are often made ambiguous or obscure in their meaning.

Words, phrases and clauses should be placed as near as possible to the words which they limit or modify.

Rearrange the following sentences so as to make their meaning clear. In the first five, the phrases to be transposed, as well as the words next to which they are to be placed, are printed in italic type:

1. *Mr. Washington* will address the students *in addition to several other speakers.*
2. There *is* an interesting account of the finding of Moses *in the Bible.*
3. For sale: A *piano* by a gentleman *with mahogany legs.*
4. Lost: A *cow* by an old woman *with brass knobs on her horns.*
5. Last week a little *girl* was run over by a wagon *with a yellow dress on.*
6. We saw a man cleaning the street with red whiskers.
7. Look at the man digging a hole with a big nose.
8. The store will be conducted by the son of Mr. Simpson who died last winter on a new and improved plan.
9. A young woman was arrested yesterday while I was preaching in a state of beastly intoxication.
10. Wanted: A young man to take care of horses of a religious disposition.
11. How strange it is that men often fail to appreciate the spiritual natures of women through their perverted notions of right and wrong.
12. I love to sit and meditate on the great problems of existence by the side of a great mountain torrent or within the sound of the sad sea waves.
13. Furnished apartment suitable for gentlemen with folding doors.
14. Wanted: A boy to open oysters with a reference.
15. The man was stabbed and it was expected that he would die for some time.

16. He went to see his friends on horseback.
17. We heard a lecture on teaching geography at ten o'clock.
18. These verses were written by a young man who has long since lain in his grave for amusement.
19. He met a man with one eye named Walker.
20. For sale: A piano by a lady leaving the city in an elegant walnut case.

CHOICE OF PREPOSITION

These little words are the source of many errors in speech because of the difficulty of knowing in each case just which preposition to use after a given word.

A list of words followed by their appropriate prepositions might easily be compiled and the student required to learn them; but the better way is to form the habit of looking in the dictionary when in doubt about any particular case and then to fix that use in mind.

There are, however, a few prepositions so commonly misused that attention should be especially called to them.

Exercise 80

In and *into*

After a verb indicating the *motion* of a person or thing from one place to another, the preposition *into* should be used; after a verb expressing the idea of rest, or in some cases, movement *within* a certain place, the preposition *in* is employed.

Write the following sentences, omitting the improper italicized word:

1. James has just gone out *in—into* the hall.
2. The boy was swimming *in—into* the river.
3. He dropped his knife *in—into* the lake.
4. The lady was walking about very excitedly *in—into* her room.
5. Longfellow said: "*In—into* each life some rain must fall."
6. Put some coal *in—into* the scuttle, and take it *in—into* the house.

7. He moves *in—into* the best society.
8. At last he came *in—into* possession of his property.
9. The baby was sleeping peacefully *in—into* its cradle.
10. The balloon ascended high up *in—into* the clouds.
11. All Gaul is divided *in—into* three parts.
12. She threw the letter *in—into* the fire.
13. I found myself *in—into* a large, finely furnished house *in—into* which the family had recently moved.
14. Mr. Spaulding resides *in—into* the suburbs.
15. The bird flew up *in—into* the tree before I had time to load my gun.

Exercise 81

Between and *among*

Between signifies *by twain*, and should be used only in reference to two objects; *among* is used when three or more objects are considered. Do not say *between each* or *every;* say *after each, before each*, or *beside each*, etc.

Write the following sentences, omitting the improper italicized words:

1. The old gentleman's property was divided *among—between* his five sons.
2. In writing your sentences leave a blank line *after—between—among* each.
3. There was always more or less ill-feeling *between—among* the two girls.
4. The three countries of Gaul differed *among—between* themselves in language, customs, and laws.
5. The farmer planted pumpkins *after—beside—between—among* each row of corn.
6. It is desirable to have a system of international arbitration *among—between* all countries.
7. The teacher divided all the oranges *among—between* the members of the class.
8. The jury disagreed *between—among* themselves.
9. The children divided the apples *between—among* themselves.
10. The property was divided *among—between* the two boys.

Exercise 82

1. I shall see you *during—sometime within* the week.
2. I do not *approve of—approve* his conduct.
3. Are you *angry at—with* me?
4. He fell *from off —from* the bridge *in—into* the water.
5. He entered the room accompanied *with—by* his father.
6. The banquet was followed *with—by* a dance.
7. I shall be glad to *accept of—accept* your hospitality.
8. He boasted *about—of* his great learning.
9. I have been *to—at—in* New York.
10. I differ *from—with* you in opinion.
11. The sultry evening was followed *with—by* a rain.
12. He died *with—of* a fever.
13. He went out *on—of* a fine morning.
14. The water ran *all over—over all* the street.
15. He cut the stick *into—in two.*
16. Get *on to—on* the train.
17. We shall call *upon—on* you in the near future.
18. We shall depend *upon—on* you to do the work.
19. He put his hat *upon—on* his head.
20. He died *with—of* the smallpox.

Exercise 83

Insertion and *omission*

Do not use prepositions that are not needed; as, Where are you going *to?* Where are you *at?* I can not help *from* admiring him.

As a general rule, we should avoid closing a sentence with a preposition.

Do not omit prepositions required by the sense.

Strike out the redundant prepositions and supply omitted prepositions:

1. Mr. Brown is a young man of about twenty-four years of age.
2. The president is carefully considering about what should be done.

3. As he climbed on to the train his hat fell from off his head.
4. Never use a preposition to end a sentence with.
5. Will you kindly show me where my mistakes are at?
6. What state are you a citizen of?
7. Do you approve of my action?
8. Where did you send the boy to?
9. He tore a leaf from out of his book.
10. Where have you been at for the past year?
11. One inventor often copies after another.
12. Feel of this silk and see how smooth it is.
13. What use is it to me?
14. Ignorance is the mother of fear as well as admiration.
15. I admit of what you say.

REVIEW TEST

Classify the italicized words in the following sentences, arranging the nouns in the first column, adjectives in the second, verbs in the third, adverbs in the fourth, prepositions in the fifth:

1. Sleep not *when others speak*, *sit* not when others *stand*, speak not when you should hold your *peace*, walk not when others stop.

2. Read no *letters*, books, or papers *in company;* but when there is a necessity for doing it, you must ask leave. Come not *near the* books or *writings of* anyone so as to read *them*, unless desired, nor give your *opinion* of them unasked, also, *look* not nigh when another is *writing* a letter.

3. Let your *discourse with* men of business be *short* and *comprehensive.*

4. *Undertake* not *to teach* your equal in the art he himself professes: it savors of *arrogancy.*

5. Play not the peacock, looking *everywhere about* you to see if you be *well* decked, if your shoes *fit* well, if your stockings fit neatly, and clothes handsomely.

CONJUNCTIONS

A CONJUNCTION is a word used to connect words, phrases, or clauses.

Connecting words:

Mercy and *truth* have met together.
Time and *tide* wait for no man.
Silver and *gold* are precious metals.
The children will *laugh* and *play*.

Connecting phrases:

They passed *through the door* and *across the room*.
We walked *through the park* and *across the bridge*.
Dispatches were received *from Chicago* and *from New York*.
There they dwelt in the love *of God* and *of man*.
These are the laws *of nature* and *of nature's God*.

Connecting clauses:

You must return the book or *I shall lose the lesson*.
Courage is admirable, but *patience is powerful*.
I shall go unless *you object*.
Flowers bloom when *spring comes*.
I would tell who did it if *I knew*.

KINDS OF CONJUNCTIONS

As to use, conjunctions are either coordinate or subordinate.

A coordinate conjunction joins or connects elements of the same grammatical relation or construction; as, *Smith* and *Jones* are neighbors; *He* and *I* are friends; We have many friends *kind* and *true*.

Clauses connected by a coordinate conjunction hold the same rank in the sentence. In the first example connecting clauses above; "*or*" connects two independent clauses. Neither is dependent upon the other for its meaning.

The following are the principal coordinate conjunctions:

And, both, but, either—or, neither, also, likewise, as well as, not only—but, partly, first, secondly, moreover, now, well, else, otherwise, still, yet, further, notwithstanding, however, therefore, wherefore, hence, whence, consequently, nor, accordingly, thus, so, so that, so then, nevertheless, either, neither—nor, or, whether—or, besides, both—and.

A subordinate conjunction connects a subordinate clause to some part of speech in the principal clause; as, We study *that* we may learn. *That* connects the subordinate clause, we may learn, with *study* in the principal clause. *Study* leads to the use of the subordinate clause. The subordinate clause is dependent upon *study* for its meaning and clearness.

The following are the principal subordinate conjunctions:

Notwithstanding, albeit, in order that, lest, in case that, on condition that, ere, till, while, whether—or, until, as soon as, supposing, otherwise, since, though, that, than, unless, whether, so that, before, after, wheras, as, although, because, except, for, if, inasmuch as, provided.

ERRORS TO BE AVOIDED

Avoid using conjunctions needlessly or instead of other parts of speech.

1. Seldom *if* (not *or*) ever, should a preposition be used at the close of a sentence.
2. I should try *to* (not *and*) take advantage of every opportunity.
3. No one can deny *that* (not *but*) he is making an honest effort.
4. The goods had to be repacked, *which* (not *and which*) caused considerable delay.
5. Who doubts *that* (not *but that* or *but what*) America will remain a creditor nation for an indefinitely long time?
6. I had scarcely entered the room *when* (not *but*) the telephone rang.

Two or more connected words or phrases referring to another word, or phrase, should each make good sense with it.

7. I have always (add *said*) and still do say that a knowledge of grammar is indispensable.

8. The new hall is larger than the old one, but not as well built (not The new hall is larger, but not so well built, as the old one).

COMPOSITION EXERCISE

Write two original illustrations of each of the above items, using only the correct forms.

CONJUNCTION AND PREPOSITION

The difference between a conjunction and a preposition should be studied carefully.

A conjunction merely *connects* words, phrases, or clauses, while a preposition connects a noun or pronoun to some other word and *shows the relation between them.*

Compare the following examples:

Conjunctions	*Prepositions*
Carthage *and* Rome were rival powers.	He will spend the winter *in* Rome.
He is studying history *and* music.	I am very fond *of* music.
The commissioner will inspect the street *and* alley.	The man walked *in* the street.
The child tries to do things *as* his father does them.	The child looks very much *like* his father.
One can not expect to learn grammar *unless* one studies it diligently.	John is fond of all his studies *except* grammar.

PHRASES AND CLAUSES

A phrase is a group of closely connected words *that does not contain a subject and predicate.* Phrases are introduced by *prepositions* (also participles and infinitives).

A clause is a part of a sentence which *does contain a subject and a predicate.* Clauses are connected with other parts of the sentence by *conjunctions* (also relative pronouns).

A clause contains a verb; a phrase does not.

A clause (independent) makes sense in itself; a phrase asserts nothing:

Clauses	*Phrases*
The walls are high, and *the shores are deep.*	He stood *on the bridge.*
Every day is a little life and *our whole life is but a day repeated.*	'Twas the night *before Christmas.*
The ravine was full of snow, but *it had once been full of water.*	The tree was struck *by lightning.*
The harvest truly is plenteous, but *the laborers are few.*	He died *for his country.*
I shall not remain here longer, for *the climate is injurious to my health.*	The eyes *of the sleepers* waxed deadly and chill.

Exercise 84

Point out prepositions and conjunctions. Name the objects and antecedents of prepositions. Tell what the conjunctions connect:

1. She gave me of the tree and I did eat.
2. Put it on the table or into your pocket.
3. They stayed until night under shelter.
4. They listened, but they could not hear.
5. Men may live fools, but fools they can not die.
6. The bird could not fly, because someone had wounded it with a stone.
7. Idleness and ignorance are the parents of vice and misery.
8. They live in the city, but they work in the country.
9. I went before the company. He died before I was born.
10. He works for me. Be kind to him, for he is good.

Exercise 85

Like and *as*

Like, with *to* understood, is equivalent to a preposition, and introduces a phrase; *as* is a conjunction and joins clauses.

Write the following sentences, omitting the improper italicized words:

1. I don't seem to be able to write *like—as* my sister can.
2. The lad certainly looks very much *like—as* his father.
3. I wish I could add a column of figures *like—as* the teacher does.
4. How much the photograph looks *like—as* the original.
5. No one will miss the old home *like—as* I shall.
6. Each of the twins acts precisely *like—as* the other.
7. It looks *like it was—as if it were* fifty miles away.
8. All these things seem just *like—as* old times.
9. They don't study spelling these days *like—as* they used to.
10. No singer of the present day has a voice *like—as* Patti's.

Exercise 86

Except, without, unless

Except and *without* are prepositions and introduce phrases; *unless* is a conjunction and joins clauses.

Write the following sentences, omitting the improper italicized words:

1. *Except—without—unless* you practice diligently, you can not become a good penman.
2. Father would not go to church *without—except—unless* mother went too.
3. No one in the whole class had his lesson *except—unless—without*—Harry Mills.
4. I do not like to read anything *without—except—unless* it is a detective story

5. Charlie could never understand the examples *except—without—unless* someone explained them.

6. He did not like any out-door games *except—unless—without football.*

7. One can't understand English fully *except—unless—without* a knowledge of the classics.

8. One will soon get behind the times *without—except—unless* he reads a great deal.

9. It is impossible to secure good results in photography *except—without—unless* you follow directions closely.

10. Many studies have little practical value *except—unless—without* the mental training which they afford.

COMPOSITION EXERCISE

1. Write a sentence containing *for* as a preposition.

2. Write a sentence containing *for* as a conjunction.

3. Write a sentence containing a subordinate clause.

4. Write a sentence containing an adverb of manner.

5. Rewrite No. 4, substituting a prepositional phrase for the adverb.

6. Write a sentence containing a transitive verb in the active voice.

7. Rewrite No. 6, using the passive form of the verb.

8. Write a sentence containing a prepositional phrase modifying a verb.

9. Write a sentence containing a present participle used as an adjective.

10. Write a sentence containing an infinitive as the object of a transitive verb.

11. Write a sentence illustrating the correct use of the perfect infinitive.

12. Write a sentence expressing contrary reality in the present time.

13. Write a sentence expressing ordinary condition in the present time.

CORRELATIVES

Correlative conjunctions are conjunctions used in pairs, the first introducing and the second connecting the elements.

The principal correlatives are:

Both—and. He has *both* ability *and* experience.
Neither—nor. Quarter was *neither* asked *nor* given.
Though—yet. *Though* he were king *yet* would I defy him.
Either—or. *Either* you *or* I must do it.
Whether—or. I do not know *whether* I shall go *or* stay.

PLACING CORRELATIVES

Care should be exercised in placing correlatives. They should be placed just before the words or phrases connected. Study the following examples:

Incorrect	*Correct*
He gave me *not only* the grammar, *but also* lent me a dictionary.	He *not only* gave me the grammar, *but also* lent me a dictionary.
You may *either* paint a picture that represents a scene, *or* your street door to keeping it from rotting.	You may paint *either* a picture that represents a scene, *or* your street door to keep it from rotting.
It was finally decided to hold the meeting *either* in Cleveland *or* Cincinnati.	It was finally decided to hold the meeting in *either* Cleveland *or* Cincinnati.
You can *neither* count for success in this course *nor* in the other.	You can count for success *neither* in this course *nor* in the other.
I *either* misunderstood you *or* you are mistaken.	*Either* I misunderstood you *or* you are mistaken.

Exercise 87

Either—or, neither—nor

These conjunctions are always properly used with reference to *two* things only. *Or* should be used correlatively with *either*, and *nor* with *neither*. They should always be placed one immediately before each of the two expressions which are contrasted.

Write the following sentences, omitting the improper italicized words:

1. We do not *either* believe in *either* mesmerism *nor—or* hypnotism.
2. Edwin Booth was an actor who was *either* at ease *either* in comedy or in tragedy.
3. Neither he *nor—or* his sister had much to say.
4. *Either* I am *either* much misinformed, or he is greatly mistaken.
5. These three roads all lead to the house you seek; take *either—any* one of them.
6. We had *neither—no* clothes, food, *or—nor* shelter.
7. He was *neither* familiar with *neither* the customs *or—nor* the language of the people.
8. The lady was *neither* adapted by *neither* training nor experience to that kind of work.
9. There were five vacant houses in the block, and the landlord said we might have *either—any* one of them.
10. It was a terrible fire; and *neither—not any of* the people, the furniture, nor the houses were saved.
11. I can *either* come on *either* Wednesday or Thursday evening.
12. I didn't *either* like *either* the play or the actors.
13. *Either* one must *either* obey the laws, or take the consequences.
14. I visited London, Paris, and Vienna; but I did not like *either city—any one of the cities.*
15. We are *neither* acquainted with *neither* the minister *nor—or* his family.
16. He was *neither* fitted by *neither* ability nor disposition to carry out the wishes of his father.

Exercise 88

As—as, so—as

Where *equality* is stated, use *as—as*; in *negative* comparisons, use *so—as*:

1. A miss is *as—so* good as a mile.
2. Paris is not *as—so* large as London.
3. Write *as—so* many sentences as you can.
4. He does not like poetry *as—so* well as he does prose.
5. There was a long row of trees extending *as—so* far as you could see.
6. Typewriting is not *as—so* difficult as shorthand.
7. He was *as—so* true as steel.
8. Harry could not write *as—so* well as James.
9. Do you find geometry *as—so* interesting as algebra?
10. I do not like Browning *as—so* well as Shakespeare.

Exercise 89

REVIEW QUESTIONS

1. Give two rules for forming possessive.
2. Give two rules for forming the feminine.
3. What is an adjective?
4. By what part of speech may an adjective be modified?
5. What is an adverb?
6. By what part of speech may an adverb be modified?
7. Explain how to distinguish between an adjective and an adverb of manner; as, sweet and sweetly, safe and safely, etc.
8. Give the rule for placing an adverb.
9. Illustrate transitive and intransitive verbs.
10. By what may a verb be modified?
11. What governs the number form of the verb? Illustrate.
12. Give the principal parts of: wring, go, swim, drink, rise.
13. Show by illustration the difference between a phrase and a clause.
14. What is a correlative?
15. Give rule for placing correlatives. Illustrate

Exercise 90

Sentences to be corrected:

1. A placid river winds between the old and new plantation.
2. Many a farewell tear were shed.
3. The sum of these angles are 180 degrees.
4. This sentence sounds rather queerly, don't it?
5. They look something alike, to.
6. Take the three first examples.
7. Whom did the youngest of your two cousins marry?
8. Of these four captains, neither showed any fitness for the place.
9. He thinks he knows more than anybody.
10. She watches me like a cat watches a mouse.
11. You eat it with a spoon like you would a custard.
12. I only recite once a day.
13. I will neither give you money nor favors.
14. It will not merely interest children, but grown-up people too.
17. In one evening I counted a large number of meteors sitting on my piazza.

CHAPTER VII

PRONOUNS

A PRONOUN is a word that is used instead of a noun.

Mr. Jones promised to write to *me* as soon as *he* completed *his* plans.

He and *his* are used instead of repetitions of Mr. Jones; *me*, instead of the name of the speaker.

Pronouns are divided into four classes: PERSONAL, RELATIVE, INTERROGATIVE, and INDEFINITE or ADJECTIVE.

PERSONAL PRONOUNS

A PERSONAL PRONOUN is a pronoun that shows by its form whether it represents the speaker, the person spoken to, or the person spoken of.

A pronoun used to denote the speaker is in the *first person*. Example: *I* am sure *my* plan is practical.

A pronoun used to denote the person spoken to is in the *second person*. Example: *You* must act well *your* part.

A pronoun used to denote the person spoken of is in the *third person*. Example: *They* asked *him* to submit *his* report at once.

The other properties of personal pronouns are *gender*, *number*, and *case*. These terms have been defined in the lesson on nouns.

Following is the DECLENSION of the personal pronouns; i. e., a table showing the changes that they undergo to express their relations of person, number, gender, and case.

FIRST PERSON

	Singular	*Plural*
Nominative	I	we
Possessive	my, mine	our, ours
Objective	me	us

SECOND PERSON

	Singular	*Plural*
Nominative	you	you
Possessive	your, yours	your, yours
Objective	you	you

THIRD PERSON

	Singular			*Plural*
	Mas.	*Fem.*	*Neut.*	
Nominative	he	she	it	they
Possessive	his	her, hers	its	their, theirs
Objective	him	her	it	them

AGREEMENT WITH ANTECEDENT

The form of a personal pronoun as to person, number, and gender, is governed by its antecedent.

The ANTECEDENT is the word for which the pronoun stands. It may be expressed or understood.

Example: John said that *he* would come to see *me* as soon as *he* found *his* books.

The antecedent of *he* and *his* is John. John is the word that would have to be repeated if we had no pronouns. *He* and *his* are third person, singular number, masculine gender, agreeing with John. The antecedent of *me* is the name of the speaker understood.

Exercise 91

Point out the antecedent of each pronoun.

1. John has recited his lesson.
2. The eagle soars above his nest.
3. The jury was a long time in reaching its decision.
4. As the ground was before, thus let it be
5. Let every pupil use his own book.
6. The poor widow lost her only son.
7. The village master taught his little school.
8. Keep thy tongue from evil.
9. The boys said they did not wish to go.

Exercise 92

Antecedents connected by *and*

1. When a pronoun represents two or more antecedents in the singular connected by *and*, the pronoun must be plural. Example: The secretary and the treasurer have made *their* reports.

2. When, however, the antecedents are but different names for the same person or thing, the pronoun must be singular.

Example: The eminent lawyer and statesman has resigned *his* office.

3. When two or more antecedents connected by *and*, are preceded by *each*, *every*, or *no*, the pronoun must be singular.

Example: There is no day and no hour without *its* cares.

4. When the antecedents taken together are regarded as a single thing, the pronoun must be singular.

Example: The horse and wagon is in *its* place.

Tell which of the italicized words is correct, and why:

1. Each man and each boy did *his—their* duty.
2. Every hill and every mountain has *its—their* reports.
3. The secretary and treasurer has made *his—their* reports.
4. The secretary and the treasurer have made *his—their* reports.
5. Bread and butter *have—has—its—their* place on nearly everyone's table.
6. Your coat and hat *is—are* in *its—their* place.
7. The child wants some bread and milk. Will you get *it—them?*
8. Every citizen and soldier must be ready to guard *his—their* country's honor.
9. Every house and lot *has—have its—their* price set opposite *its—their* number.
10. Every street and alley was filled to *its—their* capacity.

Exercise 93

Antecedents connected by *or* or *nor*

1. A pronoun with two or more antecedents in the singular, connected by *or* or nor, must be singular.

Example: Neither James nor John recited *his* lesson.

2. When one of the antecedents is plural, it should be placed last, and the pronoun should be plural:

Example: Neither the general nor his soldiers realized *their* danger.

1. Either Mary or Ellen will lend you *her—their* pencil.
2. If you see him or his friends, tell *him—them* I am waiting.
3. Poverty or wealth *have their—has its* own temptations.
4. If thy hand or thy foot offend thee, cut *it—them* off.
5. Either George or his brothers will lend you *their—his* help.

Exercise 94

COLLECTIVE NOUNS AS ANTECEDENTS

1. A pronoun whose antecedent is a collective noun conveying the idea of *unity*, should be in the neuter singular.

Example: The *firm* is nearly ready to move into *its* new building.

2. If the antecedent be a collective noun conveying the idea of *plurality*, the pronoun should be plural.

Example: Mr. Jones's *family* are in Washington and Baltimore.

1. The jury could not agree in *its—their* verdict.
2. The jury was a long time in reaching *its—their* decision.
3. The committee finally made *its—their* report.
4. In America, the people *make their—makes its* laws.
5. The society will hold *its—their* meeting tonight.

Exercise 95

ANTECEDENTS DISTINGUISHED

When the antecedents are emphatically distinguished by such connectives as *as well as, and not, in addition to,* etc., the pronoun should agree in number with the first.

Example: The father, as well as the sons, did *his* duty.

1. Capital, and labor also, must have *its—their* rights.
2. The letter, as well as the packages, found *its—their* way to the dead letter office.
3. The country, and not the government, *has its—have their* admirers.
4. Correspondence, in addition to grammar, should have *its—their* place in every curriculum.
5. Mathematics, as well as modern languages, should have *its—their* place in every high school course.

Exercise 96

COMMON-GENDER ANTECEDENTS

1. There is no third-person singular-number common-gender pronoun in English. When the antecedent requires such a pronoun, the masculine *he, his, him* is used.

Example: Each *pupil* should prepare *his* own lessons.

2. When special accuracy is desired, a pronoun of the masculine and one of the feminine gender may be used.

Example: Each *pupil* should prepare *his* or *her* own lesson.

3. When two or more antecedents are of different genders, each antecedent must be represented by a pronoun of its own gender.

Example: Each *boy* or *girl* should prepare *his* or *her* own lessons.

Grammarians tell us that it is also correct to use a plural pronoun that may represent both genders and say: Each *boy* or *girl* should prepare *their* own lessons.

It is better, however, to avoid these repetitions by using a common-gender antecedent.

Correct or improve the following sentences:

1. Not one of them saw their mistake.
2. Everybody should be *his—their* own most severe critic.
3. Anyone can do this if they try.
4. No father or mother lives that does not love his or her children.
5. Any one of their methods is good enough in their way.
6. Any person violating this rule does so at their own risk.
7. Every member is expected to do his or her duty.
8. Everybody should work for their own success.
9. An applicant shows by *his—their* application whether *he—they has—have* a good education.
10. No man or woman is allowed to leave his or her wraps in the office.

Exercise 97

Write the following sentences, omitting the improper italicized words:

1. Everybody in the world *have their—has his* faults.
2. I want each pupil to do *their—his* own work.
3. If anyone is ambitious, it behooves *him—them* to attend.
4. Everybody present had *their hats—his hat* on.
5. Has everybody written *his—their* exercises?
6. I should like each one, as soon as *they finish—he finishes*, to raise *their—his* hand.
7. Any student who works faithfully will receive *his—their* reward.
8. Every one of the men had *their—his* own idea on the subject.
9. The ship was saved only by the efforts of *her—its* crew.
10. Each of the witnesses told *his—their* story.
11. Everybody feels that *he has—they have* certain inalienable rights.
12. After a long time, the jury brought in *their—its* verdict.

13. We waited for the committee to make *their—its* report.

14. Neither one of the boys wrote *their—his* sentences correctly.

15. Either of these methods *is—are* good enough in *their—its* way.

16. Not one of these inkwells *have their covers—has its cover.*

17. The army made *its—their* march through snow and ice.

18. The whole class recited *its—their* lesson together.

19. A camel's gait is a peculiar one; *they go—it goes* somewhat like a pig with the fore legs, and like a cow with the hind legs.

20. If anyone does not know what to do, *he—they* should ask.

21. When a person is embarrassed, *he—they* often *blush—blushes.*

22. Every teacher should carefully plan *his—their* work.

23. Every book and every paper *was—were* found in *its—their* place.

24. The lowest mechanic, as well as the richest citizen, *is—are* here protected in *his—their* rights.

25. Now, boys, I want every one of you to decide for *yourself—themselves—himself.*

RELATIVE PRONOUNS

A relative pronoun is one that joins to its antedecent a subordinate clause. The relative pronouns are *who*, *which*, *what*, and *that*, with their declined forms:

I saw John Smith, who was hurt.
I saw the man that was hurt.
The man who was killed was an Italian.
He jests at scars that never felt a wound.

Compound Relatives

Whoever, whosoever, whichever, whichsoever, whatsoever, are called compound relatives.

DECLENSION

Nominative:	*Possessive:*	*Objective:*
who	whose	whom
whoever		whomever
whosoever	whosesoever	whomsoever

Which and *what* and their compounds and *that* are nominative and objective. They have no possessive forms, though we sometimes find *whose* used as the possessive of *which* in referring to things, in expressions like: A city whose streets are lined with gold. It is generally considered better usage, however, in such expressions to use which with the preposition of; as, A city, the streets of which are lined with gold.

CASE FORMS

Be careful to use the correct case form of who.

A statement containing *who* or *whom* or one of their compounds is made up of two complete clauses, one of which (the subordinate) is introduced by the relative. The relative takes the case form required in the clause which it introduces. The correct form of the pronoun is determined, therefore, by isolating the relative clause and noting the use of pronouns:

He is a man *who—whom* I believe can be trusted. (Relative clause: *who—whom* can be trusted.) *Who* is correct, because it is the subject of *can be trusted.*

He is the man *who—whom* I believe we can trust. (Relative clause: *who—whom* we can trust.) The natural order would be: We can trust *who—whom. Whom* is correct, because it is the object of *can trust.*

The correct form of *who* in a question may be determined by changing the sentence to the form of a statement.

Question: *Who—whom* did you send for?
Statement: You did send for *whom.*
The preposition requires the objective.
Question: *Who—whom* did you see at the play?
Statement: You did see *whom* at the play.
The verb *did see* requires the objective.

CORRECT REFERENCE

Who refers to persons, and sometimes to animals of extraordinary intelligence.

Which refers to things.

That refers to either persons or things.

Exercise 98

Write the following sentences, omitting the improper italicized words:

1. I relied upon the poor horse *which—who* knew the road better than I.
2. The man *who—whom* I expected to find is not here.
3. This is a firm *which—who* does a very extensive business.
4. Shakespeare is an author *which—who—whom* I enjoy exceedingly.
5. I gave the letter to the boy *who—what* brings the mail.
6. I spoke to the man *who—whom*, I thought, was the principal.
7. He left his money to those *whom—who*, he thought, had the greatest need.
8. Was it you or the wind *which—who* closed the door?
9. It was the largest audience *which—who—that* I have ever seen.
10. The young man married a lady *who—whom*, they say, is the daughter of an Italian.
11. President McKinley, *who—whom* the people loved greatly, was assassinated.
12. He did not include among his friends *whomsoever—whosoever* he met.
13. The three statesmen *who—whom—which—that* he mentioned were famous Americans.
14. We were introduced to Mr. and Mrs. Kendrick, *whom—who* we thought to be very interesting people.
15. There are many people in the world *which—who* never seem to be satisfied with anything.
16. Mordecai was the man *whom—who* the king delighted to honor.

17. Saul was the man *who—whom* the Israelites proclaimed king.
18. The infuriated man exclaimed, "I will kill *whomsoever—whosoever* approaches me."
19. I who *are—am—is* your friend will help you.
20. It is for you who *was—were* his teacher.

INTERROGATIVE PRONOUNS

Interrogative pronouns are those used in asking questions: *Who* art thou? *Which* do you want? *What* do you mean?

ADJECTIVE PRONOUNS

Adjective pronouns are those that are usually used as adjectives:

You may have *this* and I will take *that*. *All* must pay the price.

From a comparison of the following examples, it will be seen that an adjective becomes a pronoun when the noun is omitted, and the adjective stands in its stead. The distinction is not important from a practical viewpoint:

Adjectives	*Adjective Pronouns*
Many tickets were sold.	*Many* were unable to secure seats.
This clock is sold.	*This* is sold.
It is *one* thing to be well-informed;	it is *another* to be wise.

CASE FORMS

Memorize the following case forms and the rules governing their use before attempting to write out the exercises:

Nominative forms:	I, we, you, he, she, it, they.
Objective forms:	me, us, you, him, her, it, them.
Possessive forms:	my, mine, our, ours, your, yours, his, her, hers, its, their, theirs.

Use the nominative as the subject of a finite verb.

This instruction may seem too simple to justify setting down here. True, no one would ever say, *Him* went to town, or, *Her* is a bright girl, but when two or more pronouns are used as a subject, we frequently hear, John and him went to town, or, Jennie and her are both bright girls.

Every pronoun used as the subject must be nominative.

Exercise 99

1. Her sister and *she—her* are in the same class.
2. You, Lucy, and *me—I* are to occupy the same carriage.
3. Both *they—them* and *we—us* are to blame.
4. *Him—he* and *I—me* are about the same age.
5. Their employers, the general public, and *them—they* would be benefited if the strike were ended.

Exercise 100

CASE AFTER THE VERB TO BE

The same case follows the verb *to be* as that which precedes it; this is usually the nominative case. But when the object of a transitive verb precedes an infinitive of the verb *to be*, the objective case then follows the infinitive.

Write the following sentences, omitting the improper italicized words:

1. If I were *him—he*, I'd be ashamed to look them in the face.
2. It wasn't *him—he* who sent the book to me.
3. It must have been *him—he* instead of Charlie.
4. I am sure those people could not have been *them—they* who called to us.
5. Perhaps *they were—it was us—we* whom you saw.
6. I should never have expected those persons to be *they—them*.
7. *Whom—who* does the detective think it could have been?
8. *Who—whom* do you take me to be?

9. Do you suppose it was *her—she?*
10. Is it *me—I* to whom you wish to speak?
11. If anyone is to make the sacrifice, it will be *me—I*.
12. I don't see how they could have been *us—we* whom he referred to.
13. I suppose those men were *them—they* who called this afternoon.
14. If you were *he—him*, would you do as he does?
15. I thought it to be *she—her*, but I was not sure.
16. Is that you, Frank? Yes, it is *me—I*.
17. Those women are *they—them* who were guilty.
18. The evidence proved it to be *they—them* who were guilty.
19. *Who—whom* do men say that I am?
20. I have full information as to *who—whom* he is.
21. I knew the man to be *he—him*, the one I saw yesterday.
22. I am supposed to be *he—him who—whom* you wish to see.
23. If I *was her—were she*, I should learn to be a stenographer.
24. Do you think the guilty person to be *me—I?*
25. They suppose the culprits to have been *we—us*.

Exercise 101

OBJECTIVE CASE AFTER TRANSITIVE VERBS

Every pronoun which serves as the object of a transitive verb should be in the objective case.

Be careful to use the correct form of the pronoun when it is a member of a compound element:

He saw John and me. (Not John and I.)

In such constructions, the correct form is at once seen when one member of the compound element is dropped. Thus, one might say (incorrectly), He saw John and I, but no one would say, He saw I.

When a pronoun is used to explain the identity of a person represented by a noun or another pronoun it is said to be in apposition with the noun or pronoun and must be of the same case: I have just seen the *manager*,

him who refused me credit recently. *Him* is in apposition with *manager*, the object of *have seen*.

Write the following sentences, omitting the improper italicized words:

1. Let *we—us* boys organize a baseball nine.
2. I mean Samuel Johnson, *him—he* that wrote the dictionary.
3. *Who—whom* can I believe if not *she—her*?
4. Booth assassinated Lincoln, *him—he* whom the people loved.
5. They invited Fanny and *I—me* to come to the wedding.
6. Children should love their parents, *them—they* who do so much for them.
7. At last we saw the Filipinos, *them—they* who cost us so much.
8. *Who—whom* do you think that picture resembles?
9. Will you permit us, Charlie and *me—I*, to go to the game today?
10. Let's you and *I—me* get our lesson together.
11. They accused us of the crime, *us—we* who knew ourselves so innocent.
12. The teacher will not allow you and *I—me* to study together.
13. Our friends congratulated us both, *I—me* especially.
14. They expect all, *we—us* and *they—them*, to participate.
15. I blame both you and *she—her* for this negligence.
16. Mrs. Smith invited *us—we* girls to come over to dinner.
17. My desire is to keep *thou—thee* from such misfortune.
18. We supposed *she—her* to be the lady principal.
19. Will you let Fred and *me—I* have a holiday tomorrow?
20. *Who—whom* did you hear at the opera last night?
21. *Whosoever—whomsoever* did you expect to see, pray tell?
22. *Whosoever—whomsoever* will, may come.
23. I volunteered to let Clara and *her—she* go together.
24. *They—them* who are guilty, he will blame.

25. You have seen Cassie and *she—her* together.
26. A lady entered, *who—whom* I afterward found was Miss B.
27. A lady entered, *who—whom* I afterward found to be Miss B.
28. He asked help of men *who—whom* he knew could not help him.
29. I am supposed to be *him—he—who—whom* you seek.
30. The teacher told both John and *me—I* to solve the problem.

Exercise 102

OBJECTIVE CASE AFTER PREPOSITIONS

A pronoun introduced by a PREPOSITION should always be in the OBJECTIVE CASE.

Be careful to use correct form when the pronoun is a member of a compound element:

This is for Harry and *her*. (Not, Harry and *she*.)

Both these words are used as the object of *for*.

Write the following sentences, omitting the improper italicized words:

1. Between you and *I—me*, that work was done well enough for anybody.
2. The Savior gave His life for you and *I—me*.
3. Won't you give some of your candy to brother and *I—me*.
4. *Who—whom* were you speaking to when I called?
5. Clarence went to the opera with mother and *I—me*.
6. *Who—whom* does the child look like if not his father?
7. I wish you would tell me *who—whom* that letter came from.
8. I can not give any more permissions to you and *he—him*.
9. The president will grant the appointment to *whoever—whomever* he likes.
10. Don't you remember *who—whom* you sent the package to?

11. He left an invitation for Jack and *I—me* to visit him next Christmas.
12. Students like you and *she—her* ought to advance rapidly.
13. I told it to all whom I saw, and *he—him* in particular.
14. There are none of us left now but you and *I—me*.
15. Do you remember that beautiful woman who stood near *he—him* and George?
16. Everybody has gone except *she—her* and *I—me*.
17. I was surprised to find them both sitting next to father and *I—me*.
18. There was very little accomplished until you and *I—me* began the work.
19. There is very little in common between us and *they—them*.
20. Mother made many sacrifices for sister and *I—me*.
21. He said that you and *I—me* might stay as long as we chose.
22. There should be no distrust between a wife and *he—him* whom she takes for her husband.
23. *Who—whom* were you talking with when I saw you yesterday?
24. The presents are from *us—we* and *they—them*.
25. All but *he—him* had fled.

Exercise 103

POSSESSIVE CASE WITH VERBAL NOUNS

The word governing a verbal noun should be in the POSSESSIVE CASE.

Write the following sentences, omitting the improper italicized words:

1. The reason of *us—our* going to Florida was generally understood.
2. It was *he—his* having gone away so suddenly that distressed her.
3. We all know of *Napoleon—Napoleon's* having been defeated at Waterloo.
4. She thought it was the *steamer—steamer's* rolling and pitching that made her seasick.

5. Mother didn't like to think of *father—father's* being there all alone.

6. Don't you remember *us—our* coming to see you last Christmas?

7. What is your opinion of *me—my* becoming an architect?

8. The mere thought of *them—their* having to give up the old homestead was too much for her.

9. The family was greatly opposed to *his—him* becoming an actor.

10. What troubled the teacher most was the *boy's—boy* lying to him.

11. I depend upon *your—you* keeping your promise.

12. I am surprised at *its—it* costing so much money.

13. What frightened her chiefly was the *horse's—horse* kicking and jumping.

14. A man's success depends, to a large extent, upon *him—his* keeping everlastingly at work.

15. Do you approve of *our—us* going into the grocery business?

16. I had expected to read of *you—your* startling the world with your new discovery.

17. I heard of the *king—king's* undergoing an operation for appendicitis.

18. The news of Lord *Kitchener—Kitchener's* coming back to London spread all over England.

19. What do you think of *my—me* turning over a new leaf?

20. I must trust to the *reader—reader's* reposing some confidence in my accuracy.

21. This change may be attributed to the domestic *duck—duck's* flying less than its wild parent.

22. *It—its* being difficult did not deter him.

23. He spoke of *you—your* studying Latin.

24. I am opposed to the *gentleman—gentleman's* speaking again.

25. What need is there of a *man—man's* swearing?

NOTE.—The distinction between a verbal noun and a participle used as an adjective should be observed. The noun or pronoun preceding the participle used as an adjective is not possessive.

Compare the following sentences:

There is no harm in the children's playing in the street.
There is no harm in the children playing in the street.
The boy's rocking the boat caused the accident.
The boy rocking the boat caused the accident.

Exercise 104

POSSESSIVE PRONOUNS

Pronouns in the possessive case do not take the apostrophe. When *it's* stands for *it is*, the apostrophe is used to mark the ellipsis of the i.

Write the following sentences, omitting the improper italicized words:

1. Greece is a wonderful country, and *it's—its* history reads like a romance.
2. Tomorrow I will return those books of *yours—your's* which I borrowed recently.
3. *Its—it's* a long journey which we have before us.
4. The palmy days of Rome are past, but *ours—our's* are yet to come.
5. I remain, *yours—your's* truly, Charles Dickens.
6. *Its—it's* a pity that the poor dog has lost *its—it's* leg.
7. The Filipinos do not like our soldiers, and we do not like *their's—theirs*.
8. His writing is bad enough, but *its—it's* much better than *her's—hers*.
9. This is a later edition than *your's—yours*.
10. *Our's—ours* is much larger than *theirs—their's*.

Exercise 105

Write the following sentences, omitting the incorrect italicized words:

1. Carl and *me—I* did the work.
2. We have invited their friends and *they—them* to be present.
3. Is there any mail for *us—we* students?
4. *We—us* students want a holiday.

5. Mr. Green is a man *who—whom* can be trusted.
6. Mr. Green is a man *who—whom* I know to be trustworthy.
7. Mr. Green is a man *who—whom* I know is trustworthy.
8. I know *who—whom* he is.
9. I don't know *who—whom* he is supposed to be.
10. The matter has been satisfactorily arranged between *they—them* and *we—us*.
11. Both *they—them* and Jones have written Brown and *we—us*.
12. Brown and *we—us* have written to Jones and *they—them*.
13. Was it *he—him* or *me—I* to *who—whom* you referred in your letter?
14. Are *those—them* the books you want?
15. Yes, *them—those* are *they—them—those*.
16. I saw the man today *who—whom* they say is supposed to be the leader of the conspiracy.
17. I should like to ask *who—whom* you consider the best stenographer in your class.
18. You look so much like John that I took you to be *he—him*.
19. I am sure it was *she—her who—whom* I saw at the theater.
20. Is that *he—him*? Yes, that is *him—he*.
21. It was not *I—me* that called you.
22. Will you insist on *us—our* keeping the damaged goods?
23. I am not quite sure it is *him—he* who is to blame.
24. The wreck was caused by the *rails—rail's* spreading.
25. If anyone is to profit by the transaction, I am sure it will not be *me—I*.

Exercise 106

Write the following sentences, omitting the improper italicized words:

1. *He—his—him* being present should make no difference.
2. Green and *me—I* look alike.
3. I am often taken to be *he—him.*
4. Mr. Brown is the man *who—whom* I hope will be elected.
5. Mr Brown is the man *who—whom* I hope to see elected.
6. Mr. Brown, *who—whom* was so confident of election, was defeated.
7. *Who—whom* are you waiting for?
8. The man *who—whom* you say you saw today is my brother.
9. The man *whom—who* you saw today is my brother.
10. Did you know it was *she—her*?
11. Did you know it to be *he—him*?
12. I am surprised at *them—their* postponing the party.
13. The *printer's—printers* sidetracking this job has inconvenienced us.
14. I am sorry if *me—my* failing to keep my engagement caused *you—your* losing the contract.
15. How did you know it was *I—me* who called you?
16. He is a better mathematician than *me—I*, but I am better than *him—he* in grammar.
17. I am sure it could not have been *he—him.*
18. We are not sure about *him—his* staying here next year.
19. Do you know *who—whom* that letter is from?
20. *Them—their* coming in late interrupted the recitation.
21. Can I depend on *you—your* being here on time?
22. I shall rely on *his—him* keeping his promise.
23. If it had been *us—we* who made this error, would you not have made claim?
24. If anyone is to suffer, let it be *me—I.*
25. The minister gave his services to those *who—whom* he thought needed them most.

Exercise 107

Tell which of the italicized words are correct, and why:

1. It is *him—he* that I wish to see.
2. His sister is taller than *he—him*.
3. All of *us—we* teachers attended institute.
4. He said that he would invite you and *they—them*.
5. *They—them* that favor me, I will favor.
6. I know *them—they* to be the men.
7. If I were *he—him*, I should not stay.
8. I believe it to be *him—he*.
9. He said that he would invite you and *him—he*.
10. It was not *her—she*.
11. *Who—whom* did you wish to see?
12. She said that she would call on you and *he—him*.
13. It was not *she—her*; it was either you or *me—I*.
14. It may have been *they—them who—whom* you heard.
15. Is this for you and *him—he*, or for Ellen and *we—us?*
16. Let *he—him* and *we—us* go too.
17. I was surprised at *it—its* being *her—she*.
18. Everyone has gone to the city but you and *him—he*.
19. If I were *her—she*, I should not go again.
20. They said for you and *we—us* to come soon.
21. Men like you and *him—he* are expected to do what is right.
22. I gave the books to the boy *who—whom* I thought was the owner.
23. I gave the books to the boy *who—whom* I took to be the owner.
24. He left an invitation for Jack and *her—she* to visit him next summer.
25. It was *him—he* who did it, not *she—her*.

Exercise 108

Tell which of the italicized words are correct, and why:

1. Everybody has arrived except *him—he* and *she—her.*
2. They told *we—us* boys to go home.
3. I heard of *you—your* coming home.
4. There is very little for *us—we* and *they—them* to do.
5. There is no one here but Mary and *him—he.*
6. My parents oppose *me—my* quitting school.
7. I am sure these books were intended for *he—him* and *her—she.*
8. How can I tell *who—whom* the card is from?
9. There is a clear understanding between *they—them* and *us—we.*
10. They told John and *I—me* to go.
11. *Who—whom* do you think will be elected?
12. *Who—whom* do you think they will send?
13. Will you require James and *me—I* to take an examination?
14. I know it to be *she—her.*
15. I do not know *who—whom* I shall select.
16. *Him—he* and *I—me* were walking together.
17. Neither *she—her* nor *him—he* is in the city.
18. He gave his place to John and *me—I.*
19. *Who—whom* did he wish to see, *he—him* or *I—me*?
20. It was *him—he whom—who* I wished to see.
21. Do you believe it to be *they—them*?
22. I think it is *he—him,* but I am not sure.
23. We were directed by a man *who—whom* we thought we could trust implicitly.
24. It seems to be *she—her.*
25. He knew the guilty person to be *I—me.*

INTERJECTIONS

An interjection is an exclamation, expressive of feeling. It has no dependence upon other words, and so is not in the same sense with the rest a part of speech:

Fie! how angry he is!

Exercise 109

GENERAL REVIEW

Correct such of the following sentences as are incorrect. Give reasons:

1. I have a red, white, and blue flag. (Three flags.)
2. The book was read by the old and young.
3. Him and me like to study grammar.
4. He is older than me.
5. I am going to visit my friends, them that live in town.
6. He prayed for his enemies, they whom he had reason to curse.
7. The boys story was believed.
8. David and Jonathans friendship was marvelous.
9. Albert and Marys shoes were lost in the fire.
10. I will meet you at Brown, the assayers office.
11. The privilege is not theirs any more than it is ours.
12. The British Parliament are composed of king, lords, and commons.
13. The flock was scattered.
14. A mans' manners frequently influence his fortune.
15. Pupils should be polite to each other.
16. Cain was the oldest of the two.
17. Jupiter is the largest of all the other planets.
18. Have you been sick? You look bad.
19. How in the world can you write so rapid?
20. A more wiser man than Solomon never lived.
21. We didn't find nobody to home.
22. Those sort of fountain pens work good.
23. Eve was the fairest of all her daughters.
24. Let everybody attend to their own business.
25. Either of three roads leads to the city.

Exercise 110

Give reasons for your corrections.

Three sentences are correct.

1. Repeat the first four lines in concert.
2. The child has a ravenous appetite which we have just seen.
3. The friend has gone to the city that has been visiting us.
4. Every plant and tree produces after their kind.
5. Each of the senses should be kept within their proper bounds.
6. Neither wealth or talent have power to save their possessor.
7. The propriety of such methods were evident.
8. In piety and virtue consist the happiness of man.
9. To rise and retire early are good for one's health.
10. No slave, no master, now exists in our country.
11. Ambition, and not the safety of the people, were concerned.
12. Not her beauty, but her talents, attracts attention.
13. The general, with all his army, were captured.
14. The mill, with all it's appurtenances, were destroyed.
15. Either you or I are mistaken.
16. He advised me to not go.
17. I have never cheated any man, and I never intend to.
18. We intended to have shipped your goods yesterday.
19. I have went over this work many times, and its not perfect yet.
20. He talks as his brother does, but he walks like his father.
21. She always looks beautifully, but she never does her work neat.
22. I will divide my candy between Flora and Emma; my marbles between Lee, Wilfred, and Budd.
23. As soon as he arrived he went in the house.
24. He went to the city accompanied with his sister.
25. He died from cholera.

Exercise 111

Correct errors in the following sentences:

1. Neither the father nor the son were here.
2. Between you and I there is no ill feeling.
3. They taught that bodies were composed of salt.
4. I am older than him, but he is heavier than me.
5. Neither Ella or Anna were at home.
6. There should be no quarreling among we four.
7. The confusion was caused by the manager changing his plans.
8. It shall be the duty of the treasurer to take care of all the monies and funds of the society.
9. The removing of the drowned babies from the steamer was a heart rending scene.
10. Them books are all mine.
11. The three last chapters of the book are the most interesting.
12. We have just bought two tons of coal and a green load of wood.
13. A humble heart shall find favor.
14. He was to frightened to tell what he had saw.
15. I was that tired that I couldn't work no longer.

Exercise 112

Correct the following sentences, giving reasons.

1. I can neither find him nor his brother.
2. She felt the need for someone to advise her.
3. We divided the apples between the five children.
4. Where have you been at?
5. Why don't you do like I do?
6. One can't expect to learn grammar without he studies it diligently.
7. My brother is not quite as tall as me.
8. Neither the chairman or the secretary would give their consent.
9. It must have been him which you seen, not me.
10. Who do you think she took Nellie and I to be?

CHAPTER VIII

ANALYSIS AND CONSTRUCTION OF SENTENCES

The sentence is the smallest unit of composition. Good writing, therefore, presupposes an intimate knowledge of the various types of sentences and the ability to analyze and construct them.

FORMS OF SENTENCES

As to form, there are three kinds of sentences:

DECLARATIVE, the most common form, which makes a statement or an assertion. Each of the sentences above is declarative.

INTERROGATIVE, which puts a thought in the form of a question; as, How are sentences classified as to form?

IMPERATIVE, which puts a thought in the form of an entreaty, command, or request; as, Will you kindly give this shipment your immediate attention.

Any one of these kinds of sentences may be put in the form of an exclamation, in which case it should be followed by an exclamation point.

CLASSIFICATION ACCORDING TO NUMBER OF STATEMENTS

This is the more important classification of sentences, as it is the one necessary to analysis. As to number of statements there are three kinds: SIMPLE, COMPLEX, COMPOUND.

SIMPLE SENTENCES

A SIMPLE SENTENCE is one which contains a single statement, question, command or request:

These prices are subject to change without notice.
What is earliest possible date of shipment of this order?
Quote prices on carload lots.

The elements of the simple sentence are as follows:

1. The subject.
2. The predicate.
3. The object.
4. The complements.
5. Modifiers.
6. Independent elements.

The student is not to understand that every simple sentence contains *all* these elements. A sentence may be complete without one or more of the the last four named. In fact, it is possible to express a complete thought without *any* of these four elements. Examples: Flowers bloom, Birds sing.

The first two, however, the SUBJECT and the PREDICATE, are essential to every sentence. The omission of either converts a sentence into a meaningless group of words.

Exercise 113

(a) Review pages 27 and 28 and Exercise 24.

(b) Point out subjects and predicates in Exercises 26 and 29.

Exercise 114

COMPOUND SUBJECTS AND PREDICATES

A sentence may have two or more subjects or predicates. Point out subjects and predicates in the following sentences:

1. A scorner seeketh wisdom and findeth it not.
2. The teacher and the pupils were surprised by the sound of the fire bell.
3. Misery and vice love company.
4. The prompt acknowledgment of an order completes the contract, pleases the customer, and gives assurance of attention.
5. Checks, drafts, receipts, bills, are often enclosed with a letter.

Review Exercises 52, 53 and 55.

Exercise 115

Attention is here called to three errors frequently found in the manuscripts of beginners in composition:

1. Omission of subject or predicate:

Hoping this arrangement will be satisfactory to you.

Have shipped the goods in accordance with your directions.

These sentences should be written, *We hope* this, etc. *We* have shipped, etc.

2. Use of participle as predicate:

The prices quoted in our last letter being the lowest possible for first quality.

Are should be used here instead of being.

The predicate must be a *finite* verb. A participle when properly used has the construction of a *noun* or of a *modifier* of a noun. When it is a noun, it must be the subject or the complement of a verb or the object of a preposition; a participle used as an adjective must *modify* a noun or a pronoun.

Review Exercise 31 before taking up the next part of this exercise.

3. Running two sentences together: Perhaps some of the goods bought from us were unsatisfactory, if this is the case we should like to have an opportunity to make an adjustment.

Unsatisfactory should be followed by a period, and *if* should be written with a capital.

Reconstruct the following:

1. Do not be afraid to think keep your mind on your work.

2. When you are through writing a sentence read it over see if it makes sense diagram it in your mind and see if it has a subject and predicate.

3. Have received your letter of recent date and will ship the goods so as to reach you by the 15th.

4. The Almanac reaches all parts of the city and is read by everyone because not only containing valuable information but it also includes a brief history of the country.

5. In reply to your letter stating that you have not received credit for the goods returned.

6. We hope you have not found any errors in your statement, if so we shall be glad to correct them.

7. I shall hope to receive an early reply I remain yours truly.

8. In reply to your request for a statement of your account to date. We wish to apologize for sending you the dunning letter.

9. Your usual monthly check has not yet been received, if you have sent it please iet us know at once.

10. I have repeatedly written to you in regard to your account each letter has been ignored and now I feel it is time for us to come to an understanding.

COMPLEX SENTENCES

In order to avoid the monotonous repetition of simple sentences, two other kinds are used; namely, compound and complex. We shall now study the complex sentence.

A complex sentence is composed of two or more simple sentences, united in such a way that one is the main member and the other, or others are dependent upon it for this meaning. The members are called clauses. See pages 89, 90.

A main clause is one the meaning of which is complete or clear without the help of any other clause.

A subordinate clause is one which makes a statement the meaning of which is not clear without reference to a main Clause.

Examples: Some men are lenses through which we read our own minds. *Some men are lenses* is the main clause; *through which we read our own minds*, the subordinate clause.

What is the subject of the subordinate clause? The predicate? By what word are the two clauses connected? Upon what word in the main clause does the subordinate clause depend?

CLASSIFICATION OF CLAUSES

A clause may be equivalent to a noun, an adjective, or an adverb.

NOUN CLAUSES

Subject: *That the present high prices are the result of manipulation* is the belief of leading students of finance.

Object: I know *that these goods were shipped promptly.*

Complement: Our agreement was *that all goods were to be shipped on approval.*

Apposition: The saying, *honesty is the best policy,* is worth remembering.

Object of a preposition: We have now come to *where a distinction must be made between theory and practice.*

ADJECTIVE CLAUSES

The adjective clause is the equivalent of an adjective, consequently it may modify any noun in a sentence.

The horse *that won the race* was owned by Mr. Brown.

The adjective clause may be introduced by the relative pronouns, *who, which, that, as* · sometimes by the conjunctions *when, where, whither, whence,* etc.

ADVERBIAL CLAUSES

The adverb clause takes the place of an adverb in modifying a verb, an adjective, or an adverb. It is introduced by a subordinate conjunction. (See list on page 88.)

Example: He had gone but a little way *before he espied a foul fiend coming.*

Exercise 116

In each of the sentences in Exercise 98, point out the main clause and the subordinate clause and name the subject and predicate of each. Tell what each subordinate clause modifies.

Exercise 117

Change each of the following complex sentences into two simple sentences:

1. Mr. Brown, who is an expert in this subject, has explained this problem to me.
2. I have just examined a copy of "Modern Filing", which is published by the Yawman and Erbe Manufacturing Company.
3. Our present prices will be in effect until April first, when our spring catalog will be furnished.
4. The manager has gone to Cincinnati, where he will remain until the first of next week.
5. The first two problems, which were found to be too difficult have been omitted.

Exercise 118

Change the following groups of simple sentences into complex sentences:

1. The sick and infirm among the gild's members were cared for by the gild funds. From them, also, the orphans and the widows of deceased members were aided.
2. The rules of a country granted a monopoly of a certain trade to a company. The rules of the company were more or less subject to the approval of the government.
3. Brown and Company have moved to Pittsburgh. They will go into the wholesale dry goods business there.
4. A feature of this course is the individual price list. This forms the habit of self-reliance.
5. The student is required to make frequent reports and statements of the business. These are submitted to the teacher for inspection.
6. Send in your application. At the same time state the day and time and by what railroad you expect to arrive.
7. We are sending you our new catalog. We believe you will find it interesting.
8. We have just imported a stock of dyestuff. We got it from Germany. It cost $25,000.
9. Coherence is a principle of composition. It demands that the material be so arranged as to make the progress of the reader easy.

10. Practically every firm has certain peculiarities of style in letter form. It practices them continually.

COMPOUND SENTENCES

A compound sentence is one which contains two or more independent clauses.

Observe that while the complex sentence has only *one* main clause, the compound has *two or more.*

Either member or both may be either simple or complex.

Simple sentences united: No payment is required at the time of registration, and any necessary changes in schedule will be cheerfully made.

Simple with complex: No second charge is made for courses that are repeated, and there are no contingent fees except the charge for graduation.

Complex with complex: Students are expected to attend regularly the classes in which they are registered, and they are required to perform on schedule time the work that is assigned by the instructors.

Independent clauses are introduced by co-ordinate conjunctions. See list on page 88

Exercise 119

Analyze the following compound sentences:

1. He teaches who gives, and he learns who receives.
2. Do not craze yourself with thinking, but go about your business anywhere.
3. A marine insurance contract may cover the ship, the cargo, or other property that may be exposed to marine perils, and it may be restricted to a given voyage or it may extend over a given period of time.
4. Her costume was a simple dark dress, and her face looked weary and troubled.
5. Stick to your business, and your business will stick to you.
6. Children are sure that they see every star, but astronomers can not even guess how many worlds are hidden behind the vasts.

7. Her voice was pleasant and her manner was not too businesslike.

8. Men's evil manners live in brass; their virtues we write in water.

9. They have the leisure which few people can command and they should be in a position to study with deliberation the questions that need solution.

10. It is important to remember that every case of undernourishment has a distinct cause, and the cause is usually easy to find.

Exercise 120

Change the following groups of simple sentences into compound sentences:

1. We have written the railroad company in regard to this shipment. We feel sure that we shall be able to locate it within the next few days.

2. We trust you will consider this matter strictly confidential. We assure you that we will regard it in the same light.

3. He is just graduating from college. He thinks he would like to be connected with the Central American trade. He has a good knowledge of Spanish.

4. He has made many strong social acquaintances. We feel that his going away is a distinct loss to us.

5. Some are born great. Some achieve greatness. Some have greatness thrust upon them.

6. He has a large acquaintance among the business men of this city. He is closely in touch with its business interests.

7. You have just cause for complaint. We will do our best to rectify the matter.

8. The birds sang. The brooks babbled. The children laughed and shouted. All nature seemed to rejoice.

9. He has a good standing in his class. He is a good worker.

10. To err is human. To forgive is divine.

CHANGE OF CONSTRUCTION

Do not change the subject needlessly.

You have received several statements of this account, and *they* have all been ignored.

We can improve this sentence by using the same subject in both clauses: You have received several statements of this account, and *you* have ignored them all.

Exercise 121

Improve the following sentences by harmonizing subjects:

1. The manuscript is nearly all ready, and the printer will have it in his hands before the first of the month.
2. Directions which are simply useful to the firm sending a letter should be placed in the most inconspicuous position, and the least possible space should be occupied by them.
3. The express money order bears upon its face the name of the remitter, and the receiver must endorse it before it will be paid.
4. A bank draft is drawn payable to the remitter's own order, and he endorses it to the person who is to receive it.
5. An answer to a hurry-up letter should be sent immediately, and the tone of it should be conciliatory.
6. This letter should be conciliatory in tone, and the reason for delay and promise of prompt delivery should be given.
7. We have just received from the press the best catalog we have ever issued, and a copy of it has been mailed to you today.
8. The personal appeal is adapted to the reader in language and tone, and a closer relationship with him is brought about by it.
9. The other fellow is my friend, and my greatest joy is found in helping him.
10. Some of the roads we drove over we were told had never before been traversed by a motor car, and this could be readily believed.

Exercise 122

Classify and analyze the following sentences:

1. Action is the most important word in the vocabulary of the photoplaywright.

2. To be able to see in fancy his thoughts transformed into action is to have gained the goal for which every photoplay writer strives.

3. The performer who seeks to obtain the best results from his instrument will find in the following pages a line of thought and argument that will aid him in his delightful work.

4. The public at large are curious to know more about good music, and the player piano is the greatest aid that has been devised for the general dissemination of such knowledge.

5. Every composer who has come after Wagner has been tinged with his ideas and principles.

6. The simplest tune may form the basis of the grandest composition, and a slight alteration in rhythm may transform the boldest tune into the most beautiful.

7. I can not say that I am fond of classical music.

8. The causes of failure of a great many corporations that have failed may be traced to errors in the original investment.

9. Every business man must base his actions on concrete factors.

10. Each corporation has its won peculiar conditions to meet, and no general principles can be laid down that will take the place of keen observation and careful reflection.

CHAPTER IX

CAPITALIZATION, PUNCTUATION, AND SYLLABICATION

Begin with a capital letter:

1. The first word of every sentence, and the first word in every line of poetry:

> I chatter, chatter as I flow
> To join the brimming river,
> For men may come and men may go,
> But I go on forever.

2. All proper names and all proper adjectives:

Germany and Austria declared war on several other European countries.

The Spanish Inquisition was one of the great events in history.

3. When a common noun is particularized by being joined to a proper name, both words are usually begun with a capital; as, the Ohio River, Atlantic Ocean, McLure Hotel.

4. All names and titles of the Deity and all nouns referring to holy things:

Our Father, who art in Heaven. O Lord, how excellent is Thy name in all the earth.

5. The names of the days of the week and the months of the year. The names of the seasons are not capitalized unless personified:

The goods will go forward on Wednesday, October first.

School will be closed on Labor Day.

6. The pronoun I and the interjection O:

O, that I were a glove upon that hand!

7. The principal words in titles of books, subjects and headings:

He has written a book under the title, "Accumulative Exercises in Typewriting."

8. Nouns which are personified:

A youth to Fortune and to Fame unknown.

He gave to Misery all he had, a tear.

9. The words north, east, south, and west, only when used as the name of a section of country, or a people:

The North and South are now united.

Ohio is east of Indiana.

10. The first word of a long quotation, or one formally introduced:

We wired you today as follows: "Ship Smith's order from Omaha. Wire when ready."

11. All titles of rank and office, when they are joined to names of persons; also when not so joined if they refer directly to persons:

I have just read President Wilson's ultimatum to Mexico.

A bill was introduced by Senator Watson.

Long live the King, say I; yet a king is only a man.

12. Names of all items in bills and orders:

1 Chiffonier
2 Morris Chairs
1 Lawn Mower
25 lbs. Sugar

13. The principal words when sums of money are written in words:

One year after date I promise to pay to Samuel Brown Four Hundred and Sixty-three Dollars.

14. The first word in the complimentary close of a letter; as, Yours truly, Respectfully, Sincerely yours.

15. The first word and all nouns in the salutation of a letter; as, Dear Sir, My dear Sir, My dear Friend Jones.

Exercise 123

Rewrite, supplying capital letters:

1. no man ever sailed over exactly the same route that another sailed before him. every man who starts on the ocean of life arches his sails to an untried breeze.—*william mathews.*

2. full many a flower is born to blush unseen and waste its sweetness on the desert air.—*gray.*

3. and let each heart and voice proclaim the goodness of their god.

4. a pronoun having two or more antecedents connected by *and* must agree with them in the plural number; as, milton and shakespeare have expressions peculiar to themselves.

5. english literature is no common debtor of the bible.

6. the style of bunyan is delightful to every reader.

7. two mighty vortices, pericles and alexander the great, drew into strong eddies about themselves all the glory and the pomp of greek literature, greek eloquence, greek wisdom, greek art.—*de quincey.*

8. authors must not, like chinese soldiers, expect to win victories by turning somersets in the air.—*longfellow.*

9. life mocks the idle hate of her archenemy, death.

10. though truth is fearless, yet she is meek and modest.

11. please ship by fast freight the following goods:

25 bbls. gold medal flour
10 cases arbuckle's coffee
50 bags granulated sugar

12. the internal revenue officers crossed the ohio river from wheeling, ohio county, west virginia, and surprised a group of law-breakers in bellaire, belmont county, ohio.

13. we have received the following message from our head office: "accept order. indiana party considered good. will arrange with them."

14. the old saying, "fools rush in where angels fear to tread," contains a deal of truth.

15. my dear friend:

well did irving say, "sorrow for the dead is the only sorrow from which we refuse to be divorced." but i do bid you, my dear friend, let more cheering thoughts come in and occupy your heart, and crowd out the bitter remembrance of your bereavement. god saddens the heart to make it better for his great purpose.

yours in deepest sympathy,
minnie j. furnam

PUNCTUATION

The period is used:

1. At the end of imperative and declarative sentences.
2. After abbreviations; as, Dr., Cr., inst.
3. Between dollars and cents expressed in figures; as, $5.75.
4. After initials; as, J. R. Gregg, C. O. Smith.

Exercise 124

Rewrite the following, inserting periods in their respective places, and substituting capitals for small letters at the beginning of the sentences. All other marks are inserted:

Gentlemen:

The enclosed is a sheet of "Tintslope" penmanship paper, which we are placing on the market at $125 per ream of 500 sheets the teacher tells the pupils to write at 58 or 60 degrees slant, but they have practically no conception of its meaning this paper will be of great benefit to the students in enabling them to secure the correct slant without going through the ordeal of practicing for many months, during which time they have used all the slants from 40 to 80 degrees the lines should serve only for criticism after the execution let us hear from you with a good order.

Respectfully yours,
Tintslope Paper Co,
Perth Amboy, N J

Dear Sir:

If the consignee is unknown and you have notified him by postal that the package is on hand and no reply has been received, please hold papers for ten days if your efforts to effect delivery are then still unsuccessful, please return the correspondence to me and I shall obtain orders for disposition from the superintendent here is another bill from the O L Print people, which has been held up on account of difference in rates on shipment to Chicago, they

being billed at the rate of fifty-six cents, when, as a matter of fact, they hold a list quoting rate of twenty-five cents will you collect this bill less the difference

Yours respectfully,
Tintslope Paper Co

THE INTERROGATION

The interrogation point is used:

1. After a direct question; as, How many exercises are in your book?

2. After a question, or questions, within a sentence that is a statement or a command; as, He looked up quickly and said: "What can I do for you, young man?"

3. In a series after the individual members, each one of which might be expanded into a complete sentence; as, What is the capital of Georgia? of Alabama? of Maine?

4. Enclosed in parentheses in a sentence to indicate that a statement is used in a questionable manner; as, I have just heard from your friend (?) Anderson.

NOTE.—Usually, the interrogation is equivalent to a period and is therefore followed by a capital, but not always. Sometimes the interrogative clause occurs in the middle of a sentence; as, To determine the object of a verb, ask, Whom? or What? after the verb.

Sometimes the sentence is composed of a series of questions; as, Can your property be exchanged for Lake Forest acres? or can it be exchanged at all? See also example under Rule 3 above.

In both these constructions the interrogation is equivalent to a comma or semicolon, and should be followed by a small letter.

The interrogation point should not be used after an indirect question; that is, one that does not require an answer; as, He asked me if I would attend to the matter tomorrow. I asked him if he intended to continue doing business in this way.

The difference between a question and a request should be observed. A request is followed by a period; as, Will you kindly fill the following order and ship at the earliest possible moment.

Exercise 125

Insert the periods and interrogation points in the following:

1. The chief aim of punctuation is to unfold the meaning of sentences with the least trouble to the reader it aids the delivery only in so far as it tends to bring out the sense of the writer to the best advantage—*Wilson*

2. It would be an easy matter when studying punctuation to stray unwittingly into the realm of composition, for good punctuation presupposes good composition one writer says, "It is vain to propose, by arbitrary punctuation, to mend the defects of a sentence, to correct its ambiguity, or to prevent its confusion" nevertheless, an intelligent use of punctutation marks will often help to unlock the imprisoned thought in involved or poorly-constructed sentences—*J. Clifford Kennedy*

3. What is the difference between the potential mode and the indicative what auxiliaries are used with the potential

4. Referring to your letter of yesterday, I wish to say I entirely disagree with you in the first place, the prices we are getting for flour are inconsistent with the high cost of wheat what objection can there be to our agreeing upon a price that will protect us against actual loss

5. What is a nominative absolute is this form desirable why is it sometimes used

6. The purpose of the paragraph is to aid the reader to comprehend the thought to be expressed the paragraph groups in a logical way the different ideas to the communication it gives rest to the eye of the reader, and makes clearer the fact that there is a change of topic at each new paragraph—*Thomas Wood*

7. I might mention all the divine charms of a bright spring day, but if you had never in your life utterly forgotten yourself in straining your eyes after the mounting lark, or in wandering through the still lanes when the fresh-opened blossoms fill them with a sacred, silent beauty like that of fretted aisles, where would be the use of my descriptive catalogue I could never make you know what I meant by a bright spring day—*George Eliot*

8. A man should learn to detect and watch that gleam of light which flashes across his mind from within, more than the luster of the firamament of bards and sages yet he dismisses without notice his thought, because it is his in every work of genius we recognize our own rejected thoughts; they come back to us with a certain alienated majesty great works of art have no more affecting lesson than this—*Emerson*

9. Why should there not be a patient confidence in the ultimate justice of the people is there a better or equal hope in the world in our present differences, is either party without faith of being in the right if the Almighty Ruler of Nations, with his eternal truth and justice, be on your side of the North, or on yours of the South, that truth and that justice will surely prevail by the judgment of this great tribunal of the American people—*Lincoln's first inaugural address*

10. The child should always have hot cocoa or milk to drink at the lunch period in addition to fruit, bread and butter or nutritious sandwiches are all that are needed.

THE EXCLAMATION

The exclamation point is used after a word, clause, or sentence indicating surprise, emotion, etc.:

Alas! It is too late.
A Daniel is come to judgment!
Oh, how glad I am to see you!

The exclamatory sentence is often similar in form to the interrogatory sentence. It is obvious that the interrogatory form is used for emphasis, and that no answer is expected:

Oh, where can rest be found!

Exercise 126

Insert periods, interrogation points, and exclamation points in the following:

1. Help help will no one try to rescue him
2. Fire if you dare
3. Oh, that is what you meant, is it
4. Magnificent autumn he comes like a warrior, with the stain of blood upon his brazen mail crimson scarf is rent his scarlet banner drips with gore his step is like a flail upon the threshing-floor—*Longfellow*
5. In human life there is constant change of fortune, and it is unreasonable to expect an exemption from the common fate life itself decays, and all things are daily changing—*Plutarch*
6. And why take ye thought for raiment consider the lilies of the field, how they grow; they toil not; neither do they spin—*Bible*
7. "Foolish spending is the father of poverty do not be ashamed of hard work work for the best salary or wages you can get, but work for half price rather than be idle be your own master, and do not let society or fashion swallow up your individuality—hat, coat, and boots do not eat up nor wear up all you can earn compel your selfish body to spare something for profit saved be stingy to your own appetite, but merciful to others' necessities help others, and ask no help yourself see that you are proud let your pride be of the right kind."
8. Application is the price to be paid for mental acquisition to have the harvest we must sow the seed—*Bailey*
9. Again, could anything be more miraculous than an actual ghost the English Johnson longed, all his life, to see one; but could not, though he went to Cock Lane, and thence to the churchvaults, and tapped on coffins foolish doctor did he never, with the mind's eye as well as with the body's look around him into that full tide of human life he so loved did he never so much as look into himself—*Thomas Carlyle*
10. Dear Sir:

You will observe that we have taken this matter up further with Agent Simms, who claims that O'Connell's

attention was never called to the shortage on this shipment have you any further proof to substantiate your claim that the shortage was reported to O'Connell if so, we think it would be well to get the men together as soon as possible at the South Station and then to reply to me regarding the result of such action.

THE COLON

The colon is used:

1. After the salutation of a letter; as, Dear Sir: Gentlemen:

2. Between hours and minutes when expressed in figures; as 10:30 a. m., 2:45 p. m.

NOTE.—Where one knows that all figures have reference to time, as on a timetable, the use of the period in this connection is justifiable.

3. When a series of expressions is introduced by some such word or words, as *thus*, *the following*, *as follows*, *these*, etc.:

The course consists of the following subjects: Shorthand, Typewriting, English, Spelling, and Penmanship.

The orator began his address thus: "My friends, I have no personal interest in this matter."

NOTE.—The colon should be likewise used when the introductory expression (*as follows*, etc.) is clearly understood, though not expressed:

By making the experiment one can easily learn two things: one, how much useful knowledge, etc.

4. After a formal introduction to a long quotation:

Daniel Webster, in his Bunker Hill Monument oration, says: "We do not even read of the discovery of this continent without feeling something of a personal interest in the event; without being reminded how much it has affected our own fortunes and our own existence."

5. To separate the members of a compound sentence when either or both the members are punctuated with semicolons:

Him that is wise, observe; him that is good, copy: so shall thy life be both wise and good; and thou shalt be blest and happy.

Exercise 127

Insért colons in the following. All other marks are inserted:

1. My dear Sir I regret very much to say in reply to your letter, etc.

2. Gentlemen We can quote you the following prices No. 2, $1.00; fair to medium, 90 cts.; No. 3 dull at 80 cts. We can ship these goods on train leaving here Thursday at 2 45 p. m. so as to reach you in ample time to supply your Saturday trade.

3. The orator of the day arose and said "Fellow citizens We are here to celebrate the one hundred and thirty-eighth birthday of our nation. I presume," etc.

4. John said he had two good reasons for not attending the reception one, that he had a severe headache; and the other he did not name.

5. The students of the Shorthand Department are divided into four classes B Theory, A Theory, B Dictation, and A Dictation.

THE SEMICOLON

The semicolon is used:

1. Between the members of a compound sentence when the conjunction is omitted:

He loved praise when it was brought to him; he was too proud to seek it.

If the conjunction were written in this sentence, a comma would be used:

He loved praise when it was brought to him, *but* he was too proud to seek it.

2. To separate the members of a compound sentence when one or both members are *punctuated with commas*:

He loved praise when it was brought to him; but, unlike many of his contemporaries, he was too proud to seek it.

The car of oats goes tomorrow; the car of corn, Saturday.

John wrote a story; Mary, an essay; and Charlie, a poem.

3. BEFORE the expressions *viz.*, *e. g.*, *i. e.*, *to wit*, *namely*, *as*, *thus*, etc., introducing an illustration or an enumeration:

Lincoln was a war president; i. e., he was president during the war.

The word "knowledge," strictly employed, implies three things; namely, truth, proof, and conviction.

Some words are delightful to the ear; as, Ontario, golden, oriole.

4. Between serial phrases or clauses having a common dependence on something which precedes or follows:

Science declares that no particle of matter can be destroyed; that each atom has its place in the universe; and that, in seeking to find that place, each obeys certain fixed laws.

If we think of glory in the field; of wisdom in the cabinet; of the purest patriotism; of morals without a stain—the august figure of Washington presents itself as the personification of all these ideas.

Exercise 128

Insert semicolons in the following:

1. Partisans on one side say that the causes of failure were tariff reduction and depression due to pending legislation at Washington those on the other assert that they were local conditions and overextension.

2. Only three persons were engaged in the conflict namely a stout Englishman, a swarthy Italian, and an excited Frenchman.

3. Some men divide the history of the world into four ages viz. the golden age, the silver age, the brazen age, and the iron age.

4. Pronunciation is rapid phonetic spelling phonetic spelling, slow pronunciation.

5. All parts of a plant reduce to three namely, root, stem, and leaf.

6. No man is born into the world, whose work is not born with him there is always work and tools to work withal, for those who will.—*Lowell.*

7. Formerly, when great fortunes were only made in war, war was a business but now, when great fortunes are only made by business, business is war.—*Bovee.*

8. Beware of little expenses a small leak will sink a great ship.—*Franklin.*

9. "Let not thy table exceed the fourth part of thy revenue too much is a vanity enough is feast."

10. Talent is that which is in a man's power genius is that in whose power a man is.—*Lowell.*

Exercise 129

REVIEW

Insert periods, interrogation points, exclamation points, colons, and semicolons in the following:

1. What is an education it consists in the formation of certain habits when a man is truly educated he has acquired the habit of observing facts and people of thinking about them of reading what other people think about them of growing his own thoughts on a variety of subjects of regulating his own thoughts, avoiding idle reverie, and acquiring the art of concentration of expressing his thoughts by voice and pen of embodying his knowledge in action; and this in the service of the individual and society this man is the truly educated man —*Bishop John H. Vincent*

2. There have been spectacles more dazzling to the eye, more gorgeous with jewelry and cloth of gold, more attractive to grown-up children, than that which was then exhibited at Westminster but perhaps there never was a spectacle so well calculated to strike a highly cultivated, a reflecting, and imaginative mind—*Macaulay*

3. The Englishman instantly perceived his mistake, and he answered the artifice by a roar of artillery Griffith watched the effects of the broadside with an absorbing interest as the shot whistled above his head but when he perceived his masts untouched, and the few unimportant ropes only that were cut, he replied to the uproar with a burst of pleasure

4. Studies serve for delight, for ornament, and for ability their chief use for delight is in privateness and retiring for ornament, in discourse and for ability, in the judgment and disposition of business—*Bacon*

5. To spend too much time in studies is sloth to use them too much for ornament is affectation—*Bacon*

THE COMMA

Rule 1. Expressions in APPOSITION should be separated from the rest of the sentence by commas:

Milton, *the poet*, was blind.

We, *the people of the United States*, are lovers of republicanism.

Rule 2. EXPLANATORY expressions should be separated from the rest of the sentence by commas:

The subway, *an underground railroad*, is intended for rapid transit.

Free trade, *one of the greatest blessings which a government can confer on a people*, is in almost every country unpopular. —*Macaulay.*

Rule 3. PARENTHETICAL expressions are usually separated from the rest of the sentence by commas:

The marks of parenthesis, ( ), are also used, as will be explained further on.

A prominent citizen, *I am not at liberty to disclose the name*, has presented this institution with one thousand dollars.

The verdict, *as a matter of course*, was that he was guilty.

Exercise 130

Insert commas in the following sentences. Tell what rule is involved in each sentence:

1. Garfield the second martyred president was born in Ohio.
2. I have no doubt therefore that you can secure his order.
3. Professor James the psychologist gave an interesting lecture last night.
4. The Colosseum it was built nearly two thousand years ago stands in Rome today.
5. Beautiful Lake George and no one will question its beauty nestles among the rugged peaks of the Adirondacks.
6. Bismarck the founder of German unity was one of the greatest men of the last generation.
7. It is simply my desire not my command that this shall be done.

8. J. M. Scott being duly sworn says that he is the attorney for the plaintiff.

9. I prefer on the whole to have my own way.

10. Mr. C. L. Wilson our traveling salesman will be in your city the 10th inst.

11. We are in fact only beginning to feel its effects upon our business.

12. Truth like gold shines brighter by collision.

13. Paul the great apostle was a man of energy.

14. The bearer of this letter Miss Mary Brown visits your city to find employment as an amanuensis.

15. This book based on the Pitmanic alphabet is the joint work of prominent reporters and teachers.

Exercise 131

REVIEW

In the following, insert periods, interrogations, exclamation points, colons, semicolons, and commas, to separate appositive, explanatory, and parenthetical expressions. All other commas are inserted:

1. The title of professor belongs of right to anyone elected by the proper authorities to a regular chair in an educational institution organized with full departments and faculty and conferring degrees under legal charter professor is now applied however to a salaried graduate actually employed in teaching, or whose duty it is to teach the title is given by courtesy to scholars and scientists who have become noted as specialists

2. A well-appointed dinner is one of the pleasantest occasions of social life the company being more select than at ordinary parties, greater care is observed in regard to all arrangements to avoid mistakes, one should be careful as to the day and hour named in the invitation, and each should be addressed to the person for whom it is intended

3. Well is often used as an adjective, meaning good health as I am very well, thank you there is not a well person in the family

4. Dr. Noel for that was his name had been forced to leave London where he enjoyed a large and increasing

practice and it was hinted that the police had been the instigators of this change of scene at least he, who had made something of a figure in earlier life, now dwelt in the Latin Quarter in great simplicity and solitude, and devoted much of his time to study

8. Suppose you give your employer just ten dollars' worth of work for ten dollars' pay, is this a good bargain would it be a good bargain for an acorn to make with itself that it would remain a starved and stunted scrub oak because it is too much work, too much trouble to grow into a large and commanding giant of the forest can you afford to remain a starved and stunted man with narrow experience with a limited observation with little skill and a stunted discipline just for the sake of getting square with your employer and not earning more than you get

THE COMMA IN A SERIES

Rule 4. Words, phrases, or clauses in the same construction forming a SERIES should be separated from one another by commas, unless the conjunctions are given. Observe the different ways a series may be written and how each is punctuated.

A series may be used:

With all conjunctions except the last omitted; as, Apples, peaches, pears, and plums grow in the orchard.

With ALL conjunctions omitted; as, Faith, hope, charity, should govern our lives.

NOTE. — When a series of adjectives modifies a following noun, the comma is omitted after the last member; as, Bright, healthful, vigorous poetry was written by Scott.

Arranged in pairs; as, Sink or swim, live or die, survive or perish, I am for the Declaration.

With all conjunctions inserted; as, An elephant and a lion and a royal tiger and a horse with horns and other strange beasts had come to town.

NOTE. — Usually when all the conjunctions are used no commas are necessary. Sometimes, however, for the purpose of special emphasis on each member, both commas and conjunctions are used; as, An elephant, and a lion, and a

royal tiger, and a horse with horns, and other strange beasts, etc.

When the series is followed by a complete statement, a comma is placed after the last member; as, Apples, pears, peaches, and plums, all grew in the orchard.

NOTE.—Some phrases that look like series, are not such, and should not be separated by commas; as, a handsome young man, a red-hot stove, little old man, fine big fat hen.

Exercise 132

Insert commas in the following:

1. Good stenographers can spell punctuate capitalize and paragraph correctly.
2. Corn wheat oats and rye all have advanced in price.
3. We have a large selection of hemlock white pine Norway etc.
4. We have just received an order for ten chair cars four cafe cars and two postal and baggage cars.
5. He went past the mill over the bridge and through the tunnel.
6. The principal marks used in punctuation are: comma semicolon colon period interrogation point exclamation point marks of parenthesis brackets dash quotation mark hyphen and apostrophe.
7. Wisdom justice self-denial nobleness purity high-mindedness these are the qualities before which the free-born races of Europe have been content to bow.
8. Honesty and sincerity truth and candor are enviable traits of character.
9. A calm serene cheerful old age is always useful.
10. We had driven through the village across the causeway and up the ascent.
11. The Indian the sailor the hunter only these know the power of the hands feet teeth eyes and ears.—*Emerson.*
12. Beauty truth and goodness are never out of date.
13. We carry a full line of blankets in the following colors: black and red black and white cardinal tan white and gray.
14. He was brave pious patriotic in all his aspirations.

15. Infinite space endless numbers and eternal duration fill the mind with great ideas.

16. Science tunnels mountains spans continents bridges seas and weighs the stars.

17. Crafty men contemn studies simple men admire them wise men use them.

18. Speak as you mean do as you profess and perform what you promise.

19. It was as a matter of course that the Colonial mothers sat down to piece quilts in their odd hours between the labors of apple drying candle making weaving baking and washing.

20. These stories are red blooded invigorating and inspiring. The heroes are real fellows who find the clean honorable gentlemanly way out.

Exercise 133

In the following paragraphs insert periods, interrogations, colons, semicolons, and commas required by rules 1, 2, 3, and 4:

1. When we ask ourselves, "Just what do I mean do these words say just what I mean do they say anything that I do not mean," we are in a critical mood—*Lewis*

2. A clear piece of glass is transparent you see through it you do not see the glass itself the same thing is true of a clear piece of writing if it is perfectly transparent, the reader does not think about the words as words he sees the thought beyond the words—*Lewis*

3. But do business men never write long sentences alas many are only too prone to this form of amusement amusement it is, for there is a curious pleasure in seeing how many words may be packed into one package- *Lewis*

4. The semicolon is a kind of weak full stop so far as grammar is concerned, it may be used instead of a period any complete statement may take a period any complete statement may take a semicolon join short statements together and you indicate that they go together as similar and unemphatic assertions they are similar they are short they often repeat the thought in different words they are only semicolons—*Lewis*

5. We hold these truths to be self-evident that all men are created equal that they are endowed by their Creator with certain inalienable rights that among these rights are life liberty and the pursuit of happiness that to secure these rights governments are instituted among men, deriving their just powers from the consent of the governed that whenever any form of government becomes destructive of these ends, it is the right of the people to abolish it, and to institute a new government.

INVERTED, ABSOLUTE, AND INDEPENDENT EXPRESSIONS

Rule 5. Inverted expressions; that is, expressions OUT OF THEIR NATURAL ORDER, should be separated from the rest of the sentence by commas:

Inverted: *If you are not satisfied with your present position*, you are at liberty to resign and go elsewhere.

Natural order: You are at liberty to resign and go elsewhere if you are not satisfied with your present position.

Inverted: *Where law ends*, tyranny begins.

Natural order: Tyranny begins where law ends.

In the natural order no comma is required.

All sentences beginning with subordinate conjunctions contain inverted clauses. The most common are those beginning with *if*, *as*, or *when*.

Rule 6. Expressions in the ABSOLUTE CONSTRUCTION should be separated from the rest of the sentence by commas:

The sun having set, we returned.

Hoping to hear from you, we remain Yours truly.

Rule 7. Expressions of DIRECT ADDRESS should be separated from the rest of the sentence by commas:

Friends, *Romans*, *countrymen*, lend me your ears.

You, *sir*, are the man.

Let me assure you, *Mr. Jones*, that the delay was unavoidable.

Exercise 134

Insert commas required by rules 5, 6, and 7:

1. If you would succeed in business be punctual in observing your engagements.
2. If you would not be forgotten as soon as you are dead write things worth reading or do things worth writing.
3. If we think of nothing but the end and the reaching it all is feverish unrest and toil.
4. When a man ceases to go up he begins to go down.
5. The loveliest things in life Tom are but shadows.
6. As evidence of our low prices and square dealing we submit to you the following facts and figures.
7. Answering your inquiry I will say that in 1889 Brazil became a republic.
8. Looking out of the window we saw them coming.
9. What it is our duty to do we must do not because anyone can force it from us but because it is right.
10. When a pronoun is added merely for emphasis and distinction the comma is not inserted.
11. Boast not my friend of your talents.
12. Mr. Chairman the subject shall receive immediate attention.
13. Assuming that you are a salesman John write a reply to the letter before you.
14. As the salesman may not be to blame in the matter call his attention to the condition of affairs without saying anything that would give offense.
15. For the sake of those you hold dear maintain your honor as a man.
16. When the time of the test came every employee remained at his post.
17. The strike being at an end work was resumed without delay.
18. I believe ladies and gentlemen that my first duty is to ask your pardon for the ambiguity of the title under which the subject of my lecture has been announced.
19. Presuming that you seek instruction rather than entertainment I shall undertake a thorough explanation of this rather technical question.
20. The river being choked with ice it was impossible for us to proceed.

Exercise 135

REVIEW

In the following paragraphs, insert periods, interrogations, colons, semicolons, and commas required by rules 1, 2, 3, 4, 5, 6, and 7:

1. I was especially fond of animals and was indulged by my parents with a great variety of pets with these I spent most of my time and never was so happy as when feeding and caressing them this peculiarity of character grew with my growth and in my manhood I derived from it one of my principal sources of pleasure.

2. A semicolon separates closely connected sentences when the conjunction is omitted and it also separates the members of compound sentences when one or more members contain commas, especially when the commas indicate the omission of the verb the rule itself furnishes an illustration.

3. A colon should be used after a formal introduction to a speech or lengthy quotation as His reply was this "America has millons for defense, but not one cent for tribute"

4. So Jackie today goes to school with books with machines he develops his mind he learns a trade who can question but that the perfection of the plan will make better sailors as well as better citizens

5. The study that treats of the forms and the constructions of words and sentences is called grammar grammar does not make the laws of a language it only states them in an orderly way

OMISSIONS AND QUOTATIONS

Rule 8. When, in certain clauses of a series, the verb is omitted, THE OMISSION is indicated by a comma:

Shakespeare lived in the sixteenth century; Milton, in the seventeenth; and Scott, in the eighteenth.

The comma after Milton and the one after Scott indicate the omission of *lived*. This style of sentence is used to avoid the repetition of the verb.

The clause in which the omission occurs is always preceded by a semicolon. See examples 3 and 4 under Rule 2 for semicolon.

Compare the following sentence with the example above. What difference is there in the punctuation? Why?

The orator closed his speech with these words: Caesar had his Brutus; Charles the First, his Cromwell, and George the Third may profit by their example.

Rule 9. SHORT QUOTATIONS, when especially emphatic, are usually set off from the rest of the sentence by commas:

The line, "The paths of glory lead but to the grave," is found in Gray's Elegy.

When the quotation is a word or phrase closely woven into the sentence, not making complete sense in itself, the commas are not necessary:

He introduced the man as "my distinguished friend."

The new bookkeeper was "fired" as it was found that he was incompetent.

All men may be "created equal" at the outset yet they do not usually remain so.

Exercise 136

Insert commas and semicolons in following:

1. Mary said "yes" but Helen said "no."
2. The English are stolid the French lively.
3. Dickens wrote Nicholas Nickelby Hugo Les Miserables Thackeray Henry Esmond.
4. The Bible says "The Lord thy God is a jealous God."
5. He said "Then why are you here?"
6. A man in trouble once wrote to a friend "I am in a hole and if you don't help me out I am stuck."
7. His friend replied "Sorry I can't help you old fellow but if you are in a hole you can't get out of I am coming to see the hole. It must be a wonder."
8. One murder makes a villain millions a hero.
9. A tree is known by its fruit a man by his acts.
10. War is the law of violence peace the law of love.
11. "Oh Mr. Pickwick" said Mrs. Bardell trembling with agitation "you're very kind sir."
12. "Think you Abel" said Paul at last "that the storm drove hither?"

13. The idle want steadiness of purpose the indolent power of exertion.

14. In the first part of the discourse was shown the necessity of exercise in the second the advantages that would result from it.

15. Seconds make the minutes the hours the days and the days round out the weeks and years.

Exercise 137

REVIEW

In the following paragraphs insert all marks required:

1. The saying a prophet is not without honor save in his own country has no application here for, as Mr. Blank believes in Birmingham and the South, so they believe in him he is a worthy exponent of the new theory of service.

2. Mr. Case the principal speaks enthusiastically of the fine support given by all the students Miss Webster the head of the department is making a fine record and the graduates are all in good positions.

3. God made us all bundles of wonderful possibilities the trouble with so many is that they never know their own worth or power they don't dig down deep enough to make the fountains of their subconscious faculties flow.—*A. F. Sheldon.*

4. As a rule Saxon words coming as they do from the simpler ages of history express simpler things and are shorter they build up the native framework of the language too the pronouns articles prepositions conjunctions interjections are of Saxon origin.

5. Some of the plainer distinctions in words are degrees of intensity as anger rage fury differences of bulk or size as knoll hill mountain and grades of stateliness or dignity as house residence mansion all these degrees of meaning have their fitting use and place.

RELATIVE AND ADVERBIAL CLAUSES

Rule 10. UNRESTRICTIVE RELATIVE AND ADVERBIAL clauses should be set off from the rest of the sentence by commas.

Who, *which*, and *that* are the words most commonly used for introducing relative clauses; and *when* and *where*, for adverbial clauses.

Care must be taken to distinguish between restrictive and unrestrictive clauses. Restrictive clauses should not be set off.

RESTRICTIVE CLAUSES

A restrictive relative clause limits the meaning of one word, the antecedent. It has the force of a simple adjective. It merely identifies.

This use of the restrictive clause may be understood by comparing the following sentences:

Restrictive Relative Clause	*Equivalent Adjective*
1. The horse *that won the race* was owned by Mr. Ketchum.	1. The *winning* horse was owned by Mr. Ketchum.
2. There is no subject *which interests me more than architecture.*	2. There is no subject *more interesting* to me than architecture.
3. Men *that are honest* are better than men *that are dishonest.*	3. *Honest* men are better than *dishonest* men.

In many sentences a noun may be substituted for the restrictive clause. as,

1. The man *who discovered America* did not know he had found a new world.	1. The *discoverer* of America did not know he had found a new world.
2. I was personally acquainted with the engineer *who built the subway.*	2. I was personally acquainted with the *builder* (or engineer) of the subway.

UNRESTRICTIVE CLAUSES

An UNRESTRICTIVE clause does not limit the meaning of any particular word, but adds a thought to the sentence.

An UNRESTRICTIVE CLAUSE either explains the idea of the antecedent and has the force of an APPOSITIVE NOUN, or expresses an additional idea and has the force of a COORDINATE SENTENCE.

1. Men, *who are rational animals*, are better than brutes, *which are irrational animals*.
2. Mr. Harris, *who has been there all the time*, told me about it.

1. Men, *rational animals*, are better than brutes, *irrational animals*. (Appositive nouns.)
2. Mr. Harris told me about it, *and he has been there all the time*. (Coordinate sentence.)

A sentence containing an unrestrictive clause expresses two complete thoughts. The writer has his choice of three ways of expressing the two thoughts. He may use two sentences; as, Mr. Harris told me about it. He has been there all the time. He may show a closer relation between the two thoughts by using a compound sentence; as, Mr. Harris told me about it, and he has been there all the time.

The two thoughts may be brought into still closer relation by using the unrestrictive clause; as, Mr. Harris, who has been there all the time, told me about it.

The failure to distinguish between restrictive and unrestrictive clauses may make a material difference in the meaning of many sentences.

A schoolmaster wrote upon the blackboard this notice: The pupils of this school who have recited creditably this week will be given a half holiday Friday.

The first pupil to enter the room surreptitiously placed commas after *school* and *week*.

What difference did that make in the meaning?

Exercise 138

Rewrite the following sentences. Underscore the clauses. Set off unrestrictive clauses by commas:

1. The man who was killed was an Italian.
2. Who is the author of "The Winning of Barbara Worth" which I noticed you were reading last night?
3. Who is the author of the book which you returned to the library yesterday?
4. It is raining again this morning which is just as I expected.
5. Charles Anderson can write two hundred words a minute which is a remarkable feat for a boy of his age.
6. The stock reports that you sent in this morning are not in proper form.
7. Webster who wrote a dictionary was not Webster who was a great statesman.
8. He had a careless way of flashing his torch into people's faces which compelled them to jump to save themselves.
9. In the spring of 1889 he went to Kansas where he has lived ever since.
10. The present schedule will be in effect until September 15th when the regular winter schedule will be resumed.
11. Clarence will become a partner in his father's business when he has finished his college course.
12. The robbers were unable to find out where the treasure had been hidden.
13. We find ourselves out of the stock you order which is as annoying to us as it is to you.
14. Please bring me the Eldridge dictation book which you will find on my desk.
15. Bring me the dictation book which is lying on my desk.
16. You have done your work well which is all I ask.
17. He will be here in a few days when we shall take the matter up with him.
18. I will advise you fully in the matter when I hear from the manufacturers.
19. A relative or adverbial clause which is restrictive should not be set off by commas.

20. An unrestrictive relative clause which is one that adds a thought to a sentence should be set off by commas.

21. We shall see them in Boston tomorrow when we shall get full information and communicate with you.

22. The eye which sees all things sees not itself.

23. My brother who lives in Kansas came to see me.

24. My brother John who lives in Kansas came to see me.

25. My brother that lives in Kansas came to see me.

GENERAL RULE FOR COMMA

Occasionally, the insertion of a comma, not called for by any of the rules thus far given, is necessary to make the meaning clear. Nearly all works on punctuation, therefore, include a general rule:

"Use a comma to indicate a slight interruption in the grammatical construction of a sentence, where no other mark is applicable."—*Kennedy.*

To remain in one spot always, prevents the mind from taking comprehensive views of things.

The prisoner, said the witness, was a convicted thief.

He who teaches, often learns himself.

QUOTATIONS

Every DIRECT QUOTATION should be enclosed within quotation marks. A direct quotation consists of the exact words of the original:

Nelson said, "England expects every man to do his duty."

When the quotation is interrupted by words thrown in by the speaker or writer, both parts of the quotation must be enclosed:

"You may do as you wish," he said, "if you only wish to do right."

However, if a continuous quotation consists of several complete sentences, only two quotation marks are used:

Professor Lewis says in regard to the semicolon: "The semicolon is a kind of weak full stop. So far as grammar is concerned, it may be used instead of the period; any com-

plete statement may take a period; any complete statement may take a semicolon."

If a quotation consists of several paragraphs, quotation marks should *precede each paragraph* and *follow the last.*

Titles of books, articles, etc., should be enclosed within quotation marks. It is not necessary to enclose names of newspapers:

I am sending you a copy of "Kim."

I am going to see "The Master Mind."

There was a full report of the incident in the Chicago Tribune.

In writing a conversation each direct quotation, together with the rest of the sentence of which it is a part, should constitute a separate paragraph:

Observing an unfamiliar shrub by a country roadside a student of botany stopped to make an examination.

"Are you acquainted with this flower, young man?" he asked of a passing yokel.

"Yep," the boy laconically answered.

"To what family do you think it belongs?"

Indicating a near-by house with a pudgy thumb the boy answered: "Higginses."—*Puck.*

QUOTATION WITHIN A QUOTATION

Use single quotation marks (' ') to enclose a quotation within a quotation:

The speaker in closing said: "I can imagine no more inspiring words than those of Nelson at Trafalgar, 'England expects every man to do his duty.' "

ORDER OF MARKS

At the end of a quotation, a comma, semicolon, or period is placed before the quotation mark. See examples above.

The interrogation or exclamation point is placed before, if it *punctuates the quotation only*:

"Can you Come?" she asked.

He turned and said to me, "Where are you going?"

If an interrogation or an exclamation point follows a quotation, but *punctuates the entire sentence*, it is placed after the quotation mark:

Did you notice that man's facial expression when he shouted, "Long live the king"?

Who is the old gentleman, who, when listening to someone talking, keeps saying, "Exactly so, exactly so"?

Why was he "fired"?

If the quotation makes complete sense, it begins with a capital letter; otherwise, with a small letter. See examples above.

INDIRECT QUOTATIONS

An indirect quotation expresses the thought of the original in different words. They do not require quotation marks:

Nelson said that England expected every man to do his duty.

Henry Clay said that he would rather be on the right side than to be president.

Exercise 139

Rewrite and punctuate the following:

1. I am not much of a mathematician said the cigarette but I can add to a man's nervous troubles I can subtract from his physical energy I can multiply his aches and pains I can divide his mental power I can take interest from his work and discount his chances for success do you want me to work for you

2. Emerson says there is a time in every man's education when he arrives at the conviction that envy is ignorance that imitation is suicide that he must take himself for better or for worse as his portion that though the wide universe is full of good no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given him to toil.

3. When a lady patient living far from town had to telephone for her physician she apologized for asking him to come such a distance don't speak of it said the doctor

cheerfully I happen to have another patient in that vicinity and so can kill two birds with one stone.—*Ladies' Home Journal.*

4. A coroner was called upon to hold an inquest over the body of an Italian the only witness was a small boy of the same nationality who spoke no English the examination proceeded thus where do you live my boy the boy shook his head do you speak English another shake of the head do you speak French another shake do you speak German still no answer how old are you no reply have you father and mother no reply do you speak Italian the boy gave no sign well said the coroner I have questioned the witness in four languages and can get no answer it is useless to proceed the court is adjourned.

5. Gentlemen your letter of the 19th inst was sent to our North Mills at Jamestown N Y and here is their reply thereto we return herewith letter received from the Goldman Cotton Co if you wish an affidavit as to mark on the bale weight of the damaged cotton and the identity of the tag we shall send you same we are sorry that we can give you no more information than is contained in their letter.

6. We received your wire today as follows can't get ventilated car shall we ship potatoes in box car we wired in reply hold shipment until you can get ventilated car which we now confirm.

7. Do not attempt to better a faulty construction by worse punctuation as in the following sentence a young couple from the East bought a beautiful residence from a real estate agent that had a tile roof it should read as follows a young couple from the East bought from a real estate agent a beautiful residence that had a tile roof.

8. Bacon said some books are to be tasted others to be swallowed and some few to be chewed and digested that is some books are to be read only in parts others to be read but not curiously and some few to be read wholly and with diligence and attention.

9. Recall to your recollection the free nations which have gone before us where are they now . . . how have they lost their liberties if we could transport ourselves to the ages when Greece and Rome flourished . . . and . . . should ask a Grecian if he did not fear that some

daring military chieftain . . . would some day overthrow the liberties of his country the confident and indignant Grecian would exclaim no no we have nothing to fear from our heroes our liberties will be eternal—*Henry Clay.*

10. When I was at Grand Cairo I picked up several Oriental manuscripts which I still have by me among others I met with one entitled the visions of mirza which I have read over with great pleasure I intend to give it to the public when I have no other entertainment for them and shall begin with the first vision which I have translated word for word as follows on the fifth day of the moon, etc.—*Addison: The Spectator.*

THE DASH

The dash is used:

1. To show a sudden break or transition in the thought:

It seems impossible to convince them that—but why discuss the matter further?

2. To mark the omission of letters or figures; as, Mr. C—n. Pages 34—60. 1877—1914.

3. After *as, namely, that is,* etc., when the statement or enumeration thus intruduced begins on the next line; also to separate the name of an author from an extract from his writings; as—

Religion is the best armor in the world, but the worst cloak.—*Bunyan.*

4. To set off a parenthetical expression that has not so close a connection as would be indicated by commas:

Those that hated him most heartily—and no man was hated more heartily—admitted that he was an intelligent man.

Do not use the dash indiscriminately for the purpose of concealing defective knowledge or ignorance of the rules for the use of other punctuation marks.

Make the dash of sufficient length to prevent confusion with the hyphen. In typewriting the dash is made by striking the hyphen twice.

MARKS OF PARENTHESIS

Parentheses are used:

1. When an amount expressed in words is followed by an expression of the same amount in figures; as, twenty dollars ($20).

2. To set off parenthetical expressions that have little or no bearing on the meaning of the sentence. These expressions are equivalent to aside remarks in spoken language:

In his recent letter (I am enclosing a copy of it) he speaks well of Miss Rose.

The student will note that there are three marks used for setting off parenthetical expressions: the comma, the dash, and the curves. The mark to be used is determined by the degree of parenthesis the writer wishes to express. In business correspondence the comma is usually sufficient. As between dashes and curves, dashes are preferable.

"A violent parenthesis goes between dashes; a strong parenthesis between curves; a weak parenthesis between commas:

"1. These three qualifications—accuracy, rapidity, and modesty—are essential in a good stenographer.

"2. These three qualifications (accuracy, rapidity, and modesty) are essential in a good stenographer.

"3. These three qualifications, accuracy, rapidity, and modesty, are essential in a good stenographer.

The first of these parentheses throws the qualifications into high relief. The second is strong, but so to speak confidential. The third is merely incidental."—*Lewis's Business English.*

CURVES WITH OTHER MARKS

If a sentence requires a punctuation mark to divide the parts between which a parenthesis stands, the mark should be placed after the second curve:

Pride, in some disguise or other, is the most ordinary spring of action.

Pride, in some disguise or other (often a secret to the proud man himself), is the most ordinary spring of action.

If the parenthetical part itself requires punctuation at the end, the mark belonging to the main sentence should be placed before the first curve:

Pride, in some disguise or other, (and what man is without pride?) is the most ordinary spring of action.

BRACKETS

Brackets are used to enclose matter having no connection with the text. It is usually something in the way of explanation, comment, or criticism inserted by someone other than the speaker or author quoted:

Within a few years, the commerce of the West [the speaker here named a dozen or more states] will equal that of the states on the Atlantic.

As there are no brackets on the typewriter keyboard, it is permissible in typewriting to use the curves instead.

Exercise 140

Insert commas, dashes, curves, and brackets in the following:

1. Here at Concord once the embattled farmers stood and fired the shot heard round the world. *Emerson.*
2. The comma is used to separate from the rest of the sentence words used out of their natural order; as At the risk of offending you, I take the liberty of writing again the natural order would be, "I take the liberty of writing again at the risk of offending you"
3. Received from J. W. Wilson twenty 20 dollars on account.
4. My manual was in my pocket I always carry it ready for instant use.
5. Charm strikes the sight but merit wins the soul. *Pope.*
6. Have you ever seen but of course you never have.
7. If I were an American as I am an Englishman while a foreign troop were landed in my country I would never lay down my arms.

8. The honorable gentleman Mr. Hoar has referred to my war record hear! hear!

9. New England has more weather to the square inch than any other country on the globe laughter.

10. When the predicate is a verb phrase had mounted did say shall go might have succeeded etc. the laws of inversion are satisfied if the subject follows not the entire predicate but only the first word of it. *C. Alphonso Smith: Our Language.*

The Hyphen

SYLLABICATION

The hyphen is used to divide a word at the end of a line. This division should be made at the end of a syllable; as, re-main, remain-ing, in-cumbrance, incum-brance.

NOTE.—The division of words is determined by the pronunciation syllable rather than the etymological syllable; as, the-ology, not theo-logy; antith-esis, not anti-thesis.

2. When a consonant is doubled, the division should be made between the two double letters; as, ship-ping, occur-rence, dis-mis-sing, bid-ding.

When the double consonant is followed by another consonant, the division is made after the double consonant; as, gruff-ness, bill-board.

3. Carrying the final syllable *ed* to the next line should be avoided. This can usually be done, as it requires but one more space to finish the word than to use the hyphen and carry *ed* to the next line.

4. Words of one syllable should not be divided; as, timed, bored, cared, blank, bring.

5. A word should never be divided after a first syllable consisting of a single letter; as, about, above, atone, arouse, abuse, elude, evade.

Exercise 141

Divide the following words.

confident	assurance	adopt
purchase	allowance	children
therefore	regretted	mailed
permission	dissyllable	parallel
considerable	occasion	adept
elite	awake	emission
colonel	grammar	stenographer
necessarily	satisfactorily	satisfactory
allege	believe	believed
reached	famed	shipped

COMPOUND WORDS

There is still great lack of uniformity in the manner of writing compound words. The modern tendency is to use fewer hyphens. A good unabridged dictionary should be consulted in doubtful cases.

As a general rule, words are written separate when they are used in regular grammatical relation. A difference in meaning is shown by the use of the hyphen. Compare the following sentences:

1. That is evidently a poor farm.

2. The red coat is hanging on the wall.

3. People who live in glass houses should never throw stones.

1. The widow Simpson has been sent to the poor-farm.

2. The red-coat hirelings began to run.

3. Many of the glass-houses have been compelled to close since the beginning of the great war.

The following rules represent general usage:

1. *Ex* and *vice* denoting a title should be followed by a hyphen; as, ex-mayor, vice-president.

2. *Step* and *great* denoting relationship should be followed by a hyphen; as, step-son, great-uncle.

3. *Rate* and *hand* joined to a number should be preceded by a hyphen; as, first-rate, second-hand.

4. The parts of compound adjectives, also compound numerals, should separated by hyphens. (See Exercise 16.)

CHAPTER X

Letter Writing

A large and increasing proportion of the world's business is done by correspondence. This fact alone justifies the statement that a knowledge of letter writing is not only desirable, but absolutely essential to those who would attain the highest degree of success in a business career. Such a knowledge helps to fit one for the more responsible positions, and the richest rewards come to those having the greatest capacity for assuming responsibility.

To be a competent correspondent one must have a good training in the use of English, a good general knowledge of the everyday affairs of life, a thorough knowledge of the subject-matter of the letters he has to write. Not one of these is a "natural gift" with which people are born. All of them can be acquired by the student who does not already possess them. It is true that after pursuing the same course of study, no two students of a class will possess the same degree of ability; but the fact remains that anyone of ordinary intelligence *can* become at least passably good correspondent.

There is one feature of letter writing with which all can become thoroughly proficient. That is the mechanical arrangement, the proper form of the letter. It is this that carries the first impression to the recipient of the message.

THE PAPER

The size of the paper most widely used for business letters is about 8½ by 11 inches. The quality and color vary, but good taste seems to call for white unruled, with a surface sufficiently smooth to prevent ink from blurring.

It is customary among business men to use printed stationery containing all the information called for in the heading of a letter, except the date.

These printed sheets are called letter-heads. If a letter contains more than one sheet, plain paper, usually called second sheets, is used for the second and subsequent sheets.

Usually only one side of the sheet is used. For internal communication, however, it is common practice to use both sides of a single sheet.

PARTS OF A LETTER

There are six parts to the mechanical structure of a letter: The heading, the address, the salutation, the body, the complimentary close, the signature.

THE HEADING

The heading of a letter contains the address of the writer and the date when the letter is written. It is placed on the upper right-hand part of the first page. It should be placed so as to extend approximately to the right-hand margin of the letter.

The heading may occupy one, two, or three lines, the choice being decided by length and appearance.

The date, containing the month, the day of the month, and the year, is always on the last line. Th, st, d, are not used in the heading after the day of the month. Write Aug. 30, 1922. The year should be written in full, 1922, rather than '22, or /22.

The different parts of the heading should be written so as to bring the most local or smallest division first, then the next larger, and so on, making the state the last item before the date. For instance, a postoffice box number, the name of a building, or a street and number should come before the city; the city, before the county, the county, before the state.

The different parts or divisions of the heading are separated from one another by commas. There is no punctuation mark between the month and the day. Not May, 30, but May 30, 1922.

A period is used after every abbreviation. When any abbreviation comes at the end of a part it is, of course, followed by a period and a comma, as Wheeling, W. Va.,

Aug. 30, 1922. Names of cities should never be abbreviated.

There is a modern tendency to omit all except necessary punctuation in both the heading and the address. By necessary punctuation is meant the use of periods in all abbreviations and the use of commas when necessary within the line, but not at the end of the line. The following is an illustration of necessary punctuation: 119 Jefferson Ave. Grand Rapids, Mich. August 4, 1922

Comparatively few business concerns are, as yet, following this practice and it is suggested that unless otherwise instructed by his teacher the student use full punctuation until the use of the above form becomes more universal. However, it is almost a universal practice to omit the period after the date, and this has been adopted in the models given in this book.

The months of May, June, and July are spelled out. The other months are abbreviated as follows: Jan., Feb., Mar., Apr., Aug., Sep. or Sept., Oct., Nov., Dec.

With the exception of "the" and "of" in such names as Office of the President, every word in the heading is capitalized.

The last two headings given below illustrate the block style, which is now quite widely used.

Study the following models before preparing the exercise:

ONE-LINE HEADINGS

Scranton, Pa., Aug. 30, 1922

Metz, W. Va., May 1, 1922

TWO-LINE HEADINGS

813 Main St.,
Scranton, Pa., Aug. 30, 1922

Elliott School,
Wheeling, W. Va., June 1, 1922

THREE-LINE HEADINGS

Room 121 McLure Hotel,
1202 Market St.,
Chicago, Ill., May 1, 1922

Office of Portland Gas Co.,
1413 Chapline St.,
Portland, Ore., April 1, 1922

Buffalo City Hospital,
Buffalo, N. Y.,
June 15, 1922

Exercise 142

Arrange the following facts properly in headings. Use a separate sheet for each. After your work has been examined, copy any that are incorrect, and keep these sheets for use in the next lesson:

1. pittsburgh July 1 1922 315 smithfield street pennsylvania.
2. westminster street bannigan building may 24 rhode island providence
3. wheeling west virginia september 1 1922 1123 hawley building
4. charleston west virginia citizens national bank july 15 1922
5. may 2 1922 cumberland maryland
6. boston massachusetts january 4 1922 46 colby avenue
7. december 3 1922 california san francisco palace hotel room 346
8. london england may 3 1922 number 29 strand
9. 1922 september 4 michigan battle creek post sanitarium
10. Your home address, dated today.

THE ADDRESS

The address is made up of two parts: The name and title, and the postoffice address of the person to whom the letter is to be sent.

TITLES

It is sometimes argued that the time required to write titles should be saved; nevertheless, courtesy demands that some title be used with every name, and it is the author's opinion, based upon observation, that the majority of business houses use them.

The common titles of courtesy preceding a name are: Miss, Mr., Mrs., Messrs., Dr., Honorable, Reverend, Professor.

Miss is considered as a complete word and is not followed by a period. It is the title of an unmarried woman.

Mrs. is an abbreviation of Mistress. It is the title of a married woman; as, Mrs. John N. Lane.

A widow, by custom, assumes her own name; as, Mrs. Mary A. Lane. Legally her name remains unchanged.

Messrs. is the abbreviation for the French Messieurs, meaning gentlemen. It is used as the plural of Mr. It is used only as a title, never as a salutation. It should not be used when "the" may be placed before the name. Messrs. A. B. Shuck and Company, but, (The) A. B. Shuck Realty Company.

Esq. is the abbreviation for Esquire. It is placed after a name and separated from it by a comma. Usage has made it almost synonymous with Mr., but good authority reserves it for those engaged in legal or administrative work. Mr. and Esq. should never be used at the same time. Write either John B. Wilson, Esq., or, Mr. John B. Wilson.

Mmes. is the abbreviation for Mesdames, the title of a firm the members of which are women; as, Mmes. Williams and Sherman.

Reverend is the title of a clergyman. It should not be abbreviated, and it should be preceded by "the." The best form is, The Reverend William Lane. If you do not know the clergyman's first name, write it, The Reverend

Mr. Lane. Don't write Rev. Lane, or, The Reverend Lane.

Honorable is a title applied to men who hold or have held important positions in the state, national, or city government; as, governors, legislators, senators, congressmen, mayors, etc.

Professor is the title of those who hold professorships in colleges or universities.

NOTE. The following list of abbreviations of titles commonly used after names in addresses should be dictated by the teacher.

LL. D.	Doctor of Laws
LL. B.	Bachelor of Laws
M. A.	Master of Arts
M. S.	Master of Science
B. S.	Bachelor of Science
B. A.	Bachelor of Arts
D. D. S.	Doctor of Dental Surgery
D. D.	Doctor of Divinity
C. E.	Civil Engineer
M. C.	Member of Congress
Dist. Atty.	District Attorney
D. Litt.	Doctor of Literature
D. V. S.	Veterinary Surgeon
M. D.	Doctor of Medicine
LL. M.	Master of Laws

A more complete list of titles is given on page 285.

ARRANGEMENT OF ADDRESS

The address is usually written on two lines, but may occupy as many as good taste directs. The first line contains the name and the title. It should begin at the left-hand margin, about three-quarters of an inch from the edge of the paper. Precise direction can not be given for placing the second line. Ordinarily, it should begin far enough to the right of the beginning of the first line to bring the middle of the second line under the close of the first line. However, when either line is of unusual length this should be varied so as to give the address a balanced and artistic appearance.

The block style, which is now quite widely used, is illustrated in the last three of the following models.

What has been said regarding end punctuation in headings applies also to addresses.

Carefully observe the following addresses before preparing the exercise:

Mr. William Clemens,
San Francisco, Cal.

Mr. L. E. Smith, Secretary,
Star Manufacturing Co.,
Cincinnati, Ohio.

C. F. Metz, Esq.,
Dill, W. Va.

John F. Ashton, Esq.,
State Tax Commissioner,
Albany, N. Y.

Miss Agnes Gough,
1463 Market St.,
St. Louis, Mo.

The International Book Co.,
Boston, Mass.

TITLES OF ADDRESS AND SALUTATIONS

In addressing communications to departments of the Government, address the office rather than the individual:

The President: To the President, Washington, D. C., Sir: or, Mr. President: The President is the only official whose name may be omitted in the address.

The Vice-President: To the Hon. Thomas R. Marshall, Vice-President of the United States, Washington, D. C., Sir:

A Cabinet Officer: To the Hon. William Jennings Bryan, Secretary of State, Washington, D. C., Sir:

A United States Senator: Hon. John W. Daniel, U. S. Senate, Washington, D. C., Senator: (My dear Senator: if the writer is an acquaintance.)

A Justice of the Supreme Court: Mr. Chief Justice White, United States Supreme Court, Washington, D. C., Sir:

A Congressman: Hon. Robert B. Macon, House of Representatives, Washington, D. C., Sir:

A Governor: To His Excellency H. D. Hatfield, Governor of West Virginia, Charleston, W. Va., Sir: or, Governor:

ARMY AND NAVY

A General: Maj. Gen. J. Franklin Bell, Fort Meyer, Va., General:

A Minor Commissioned Officer: Maj. John T. Knight, The War Department, Washington, D. C., Major:

(Give the rank in the salutation to any officer of the army or the navy above the rank of lieutenant; Sir: is the proper salutation for a lieutenant or noncommissioned officer.)

A Rear Admiral: Admiral George Dewey, Navy Department, Washington, D. C., Rear Admiral:

A Commander: Commander Henry B. Wilson, Bureau of Navigation, Washington, D. C., Commander:

CLERGY—PROTESTANT

A Bishop (other than a Methodist): To the Right Reverend S. W. Funsten, Bishop of Idaho, Boise, Idaho, Right Reverend Sir:

A Methodist Bishop, a Clergyman, or Rector: Reverend Pembroke W. Reed, Rector of Trinity Episcopal Church, Buffalo, N. Y., Reverend Sir: or, Reverend and Dear Sir:

CLERGY—ROMAN CATHOLIC

A Cardinal Bishop: To His Eminence, Cardinal Gibbons, The Cathedral, 408 N. Charles St., Baltimore, Md., Most Eminent and Reverend Sir:

An Archbishop: Most Reverend James Edward Quigley, Archbishop of Chicago, Chicago, Illinois, Most Reverend Sir:

A Bishop: Right Reverend Edward O'Dea, Seattle, Washington, Right Reverend Sir:

A Female Superior of Order: Reverend Mother Gervase, 1708 Summer St., Philadelphia, Pa., Reverend Madam: or, Reverend Mother:

A Female Member of a Religious Order: Sister M. Jeanette, Dominican Convent, Jersey City, N. J., Reverend Sister:

Priest: Reverend G. W. Corrigan, M. R., St. Joseph's Church, Newark, N. J., Reverend Sir:

Exercise 143

On the sheets prepared in Lesson One, properly arrange the following data as addresses:

1. 29 beacon street boston ginn and company mass
2. the national cloak and suit company new york 204 west 24th street
3. mary m pritchard new london new hampshire
4. 66 meeting-st providence rhode island george nichols esquire
5. h. f. smithkins superintendent of schools denver colorado
6. thomas pearce 614 main street lonaconing maryland
7. a h smith director general electric company schenectady new york
8. george t white (clergyman) 412 high street columbus ohio
9. andrew jacobs (state senator) charleston west virginia
10. Your state governor.
11. A United States senator.
12. A congressman.

THE SALUTATION

The salutation is placed below the address, and is begun at the left-hand margin of the letter.

Edward E. Brooks, Esq.,
Minneapolis, Minn.

Dear Sir:

The following are the forms of salutation used in business letters: Dear Sir: Gentlemen: Dear Madam: Ladies: My dear Sir: Sir: Dear Sirs:

Gentlemen: is preferable to Dear Sirs:

Sir: is more formal than Dear Sir: and My dear Sir: indicates a greater degree of intimacy than either. This, of course, applies also to Madam: Dear Madam: and My dear Madam: Dear Madam: is the proper salutation for a woman, married or unmarried.

Ladies: is used in addressing a firm composed of women. Mesdames: is also permissible.

In writing to a firm composed of both men and women, some omit the salutation but it is better to use "Gentlemen."

Messrs. is never used as a salutation.

The choice of salutation is governed by relations existing between the writer and the person addressed. The forms given above are conventional, and convey no personal regard. Where personal friendship exists, usage sanctions Dear Mr. Jones: or, Dear Jones: Before employing such forms, however, a writer should feel assured that his acquaintanceship justifies their use.

The first word and all nouns in a salutation should be capitalized; as, Dear Sir: My dear Sir: Dear Brother: My dear Friend:

The colon is the mark most widely used after the salutation of a business letter:

Mr. W. C. Stonebraker,
San Francisco, Cal.
Dear Sir:

Mmes. Atkins & Hartley,
Indianapolis, Ind.
Ladies:

Messrs. A. L. Brand & Co.,
Cleveland, Ohio.
Gentlemen:

SOCIAL FORM

In social and official correspondence the name and address of the person written to are placed at the end of the letter at left margin. This form is more suitable also for letters written by professional and business men, where the relations existing between them are sufficiently intimate to justify the use of the name in the salutation:

Dear Mr. Bacon:

I have just completed the manuscript, and in accordance with your suggestion, I will come to Cincinnati next Saturday to go over it with the printer. Kindly make an appointment for me.

Very truly yours,
John L. Green.

Mr. J. B. Bacon,
222 Main St., Cincinnati, Ohio.

Exercise 144

Supply proper salutations for the addresses in the Second Lesson, also for the following:

1. A business man who is an intimate friend.
2. An unmarried lady with whom you are unacquainted.
3. A millinery firm the members of which are ladies.
4. A department store.

THE BODY

The body of the letter, the communication itself, immediately follows the salutation.

Usage is not altogether uniform as to where the first line should begin. The practice in widest use, however, is to begin it on the line below the salutation. If typewritten, it should be a double space below.

As to the indention of the first line, the following three forms have the widest use:

1. Begin the first line about one inch from the left-hand margin of the letter, on the line below the salutation, and indent succeeding paragraphs to correspond:

```
Gentlemen:
    Answering yours of the 15th inst., relative to prices on
run-of-mine coal, etc.
    Will you be in the market this year for Kansas coals?
```

2. Begin the first line on the first line below and approximately under the punctuation of the salutation, and indent succeeding paragraphs to correspond:

```
Gentlemen:
        Answering your letter, etc.
        Will you be in the, etc.
```

3. Begin the first line as in 2, but indent succeeding paragraphs about one inch, as in 1, without reference to the indention of the first line:

```
Gentlemen:
        Answering yours of the 15th inst., etc.
    Will you be in the market this year, etc.
```

Of these three forms the first is used most widely. It is the one used in the model letters in this book and recommended by the author.

Still another form that is being used by many business houses at this time, is to begin the first line and all succeeding paragraphs as well as the name, address, and the complimentary close, at the left-hand margin. This is known as the block form. When this form is used the heading also should be in block form.

Mr. James Brown,
Dallas, Texas.
Dear Sir:

Answering yours of the 2i, we will name you the nut coal at $3.25 and the lump at $3.50.

We shall be glad to receive your order.

Yours truly,

MARGINS AND SPACING

The left-hand margin of a letter should be straight. The right-hand margin can not be made exactly straight without waste of time; but the exercise of a little care and good judgment in dividing words at the end of a line will prevent the page from having a ragged appearance.

In pen-written letters the left-hand margin should ordinarily be about one-half inch; the right-hand margin about a quarter of an inch. In typewritten letters, the right-hand margin should be a little narrower than the left-hand.

When the letter is very short the margins should be increased and the letter placed far enough from the top of the page to allow it to occupy the middle of the page.

In typewriting, a letter of average length, from one hundred to one hundred and fifty words, may be written on a page, using double spacing, and setting marginal stops so as to make the lines fifty spaces in length. In letters of from two hundred to three hundred words, the same length of line may be used; but single spacing, with

double spacing between paragraphs, should be used if it is desired to get the letter on one page. After a little practice a stenographer should be able to estimate very closely from the space occupied by his notes the number of words in a letter, and to locate it on a page so as to have an artistic and balanced appearance.

When a letter is more than one page in length, the initials of the person addressed, together with the page number, should be placed about one inch from the top of the second sheet and beginning at the left-hand margin; as,

Mr. H. L. J. No. 2

Unless the first line on the second page begins a new paragraph, it should begin at the left-hand margin.

Carrying a single line to a second page should be avoided.

COMMUNITY HIGH SCHOOL
HARVEL, ILLINOIS

Harvel, Illinois,
July 15, 1922.

South-Western Publishing Co.,
Cincinnati, Ohio.

Gentlemen:

Our Community High School is to introduce the study of bookkeeping this coming fall and your system has been recommended to us. Will you please mail descriptive literature and if possible submit sample set for examination?

Please let me hear from you at the earliest possible moment.

Yours very truly,

PARAGRAPHING

The general rule for paragraphing is to have each separate idea or subject occupy a separate paragraph. For instance, the president of a school may discuss in a letter to a prospective student: The courses of study offered, the equipment of the school, the demand for graduates, the amount it will cost the student to pursue a course in the school. How many paragraphs would be required?

It sometimes happens, though, that a letter of a page or more is about a single subject. In this case, what would, according to the rule given above, be one long paragraph should be divided into two or more. One can usually, without much difficulty, find the logical point at which to make this division. This division of the long paragraph improves the appearance of the page, and makes it more inviting to the eye of the recipient of the letter. Consideration for the reader is important, particularly in a sales letter.

ABBREVIATIONS

Such abbreviations as acct., amt., should not be written in the body of a letter. The name of a state should not be abbreviated except when used as part of an address: He lives in Charleston, S. C.; but, He lives in South Carolina. Cities should never be abbreviated. Company should not be abbreviated when standing alone. Do not write: We are indebted to this Co., etc. Spell it out. Brown & Co. or Brown and Company is correct. The sign for "and" may be used before Co., but "and" should be spelled out before Company.

When in doubt as to the propriety of an abbreviation, spell the word out.

COMPLIMENTARY CLOSING

The conventional forms of complimentary close used in business letters are: Yours truly, Yours very truly, Very truly yours, Truly yours.

The forms, Yours sincerely, Yours very sincerely, Yours most sincerely, are commonly used in social correspondence.

They are also used in business letters when a personal friendship exists between the correspondents.

Respectfully, Yours respectfully, Yours very respectfully, are used when special respect is intended or when writing to a high official.

As in the case of the salutation, the choice of complimentary close should be governed by the relations between the writer and the person addressed. It should conform in formality with the salutation. The governor of a state should be addressed as Sir. The appropriate complimentary close would be, Respectfully.

The complimentary close is followed by a comma. The first word only should begin with a capital letter.

It is so placed on the page, when the indented style of paragraphing is followed, that the signature may extend to the right-hand margin; as,

Very truly yours,
Samuel Johnson.

When the block style is used the closing begins at the left margin. See the models on pages 226 and 227.

Exercise 145

Write appropriate complimentary closes for the following salutations:

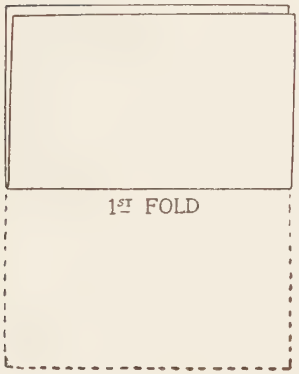
1. Dear Sir:
2. Sir:
3. My dear Friend:
4. Dear Mother:
5. Ladies:
6. Dear Mr. Brown:

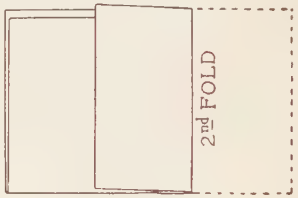
FOLDING

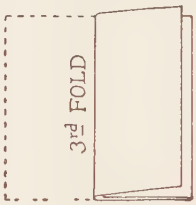
A business letter is usually written on a sheet 8 x 10½ or 8½ x 11 inches. It should be folded to suit the appropriate envelope and so that it may be most readily unfolded by the reader.

Following are directions for folding for the envelope most commonly used, known as No. 6½ (Government No. 5).

1. Place the sheet flat on the desk, face up, bottom toward you.
2. Fold from the bottom toward the top, bringing the lower edge to within one-half inch of the top.
3. Fold from right to left a little more than one-third of the width of the sheet.
4. Fold from left to right the remaining portion.







Exercise 146

Copy the following letter in proper form, and fold. See model letter on page 189.

mclure hotel wheeling west virginia september 7 1922 mr john armstrong 2315 capital street charleston west virginia dear sir we received your telegram this morning asking us to see mr scudder and have him order the city of providence to take out the balance of the ash etc at the mill we did our best to do this but without avail the only promise that we could get from the boat people here was that they would take it as soon as possible and that it was probable they would get it out within a week more than this we could not get them to promise you will have to look out for a boat yourself down there and whenever one comes up lightly loaded you may be able to get them to take it otherwise we fear it will drag along longer than a week yours very truly j l dixon

THE ENVELOPE

The direction on the envelope is arranged like the address of the letter. It contains the same items, and anything else that will further insure correct delivery. The middle of the first line should be a little below the center of the envelope.

In the lower left-hand corner may be placed such directions as Personal, Please forward. It is better practice, however, to write the street and number as shown in the model. It is better also to write the state on a separate line.

The writer's name and address should be placed in the upper left-hand corner of the envelope. This insures the return of the letter in case of nondelivery.

It is impossible to emphasize too strongly the importance of seeing that envelopes are fully and properly directed. Thousands of letters daily are delayed in delivery and other thousands fail of delivery altogether because of insufficient address.

Even the careless placing of the stamp may delay the delivery of a letter several hours. If the stamp is not placed in the upper right-hand corner of the envelope, the envelope can not be put into the canceling machine. It is laid aside and the stamp is canceled afterwards by hand.

J. L. Arn,
112 High Street,
Columbus, O.

Mr. A. L. Zimmerman,
309 W. Third St.,
Cincinnati,
Please forward Ohio.

Exercise 147

Write the following addresses on No. 6¼ envelopes:

1. Mr. L. D. Mason, 1018 Main St., Charleston, S. C.

2. A. L. Brown, Esq., 624 N. Gilmor St., Baltimore, Md.

3. Messrs. Boyd & Co., 222 Main St., Omaha, Neb.

4. Mr. D. C. Taylor, c/o University Publishing Co., 309 W. Third St., Denver, Colo.

5. Mr. John Findlay, Consumers' Coal Co., 324 Fourth Avenue, Pittsburgh, Pa., Please forward.

6. Mr. Thomas Bain, Woodsfield, Minn., R. D. No. 2.

CHAPTER XI

Composition of the Business Letter

The term "Business English" seems to be very much misunderstood. Specialists in English have often asked, sometimes seriously, sometimes derisively, "What is Business English?" Others have assumed a more pedantic attitude and flatly declared that there is no such thing as "Business English"—that English is English.

The fact remains, however, that there is a difference between business composition and literary composition. There are four qualities of style: Correctness, clearness, force, and beauty. Correctness and clearness are, of course, necessary in all composition, and the quality of force is particularly desirable in business composition. Fine passages and musical phrases, however, are few in business writing. Of the four qualities of style, the least is made of beauty. Beauty, from the business writer's viewpoint, is the effective union of correctness, clearness, and force; and these qualities should be earnestly striven for by those who would become good letter writers.

Mr. E. A. Duddy, of the University of Chicago, says: "The writer of literary English is interested in expression—revealing his personality or telling how life looks to him; the writer of business English is interested in impression, trying to get someone to do something and submerging his own preferences. In business English the writer does everything possible to make an adjustment between the reader and himself; the writer of literary English lets the reader make his own adjustment. The writer of literary English is interested in giving pleasure or instruction; the business writer in getting results."

LETTERS OF APPLICATION

All that has been said respecting quality, color, and size of paper and envelopes, the mechanical arrangement, etc., should receive the most careful attention in a letter of application.

As to composition, you should write frankly and clearly. Avoid negative statements. Say nothing that would in the least suggest doubt or uncertainty as to your ability to do the work you are asking for. Do this, however, without boasting, which would be at least as damaging to your chances for favorable consideration as self-depreciation.

State fully your preparation for doing the work. This includes the school or schools you have attended and the courses taken that have a bearing on the work you are asking for.

Give your age. State whether you are married or single, unless you are so young as to be obviously single.

If you have had experience, give it in full. If you have none, and you have not been asked to speak of experience, say nothing about it. Instead, speak as strongly as you can about what you can do. If your letter creates a favorable impression, you will probably be asked about your experience. This will give you an opportunity to write another letter, frankly stating the facts, but at the same time expressing your confidence that, in view of your thorough preparation, you can render satisfactory service, and asking for an interview or a trial. This method of procedure will give you a chance to be favorably considered whereas the unnecessary mention of your nonexperience in your first letter may bar you from any consideration whatever.

References should always be given. It is well to give a former associate or employer as reference, and to give your reason for leaving your present position. Do not give a person as a reference, however, until you have secured his permission. Always give full names and addresses of your references. It is obvious that your references should be persons who know you and can speak of your ability and character.

If you have letters of recommendation, enclose copies.

If your letter is in answer to an advertisement and you are asked to name salary you expect, say it in plain figures. In doing this, consider your ability and experience and the salary usually paid for such service as you are seeking to render. If you have not been asked to name a salary, the matter may well be left for discussion in a subsequent letter or in a personal interview. The important thing to be accomplished through a letter of application is favorable consideration.

Do not consider your letter of application as a matter of form or routine. It is a sales letter—the most important sales letter that you will ever have occasion to write.

Study the letters of application on pages 188 and 189.

148 18th Street,
St. Paul, Minn.,
Sept. 15, 1922

BZ News,
Milwaukee, Wis.

Dear Sir:

In answer to your advertisement in today's News, I am a graduate of the high school and also of Blank Business School, of this city.

In addition to the usual course in bookkeeping and stenography, I have had a very thorough course in office practice, in which the conditions of modern business are duplicated as nearly as possible. I can file letters, find letters already filed, use the mimeograph and other duplicating devices. I know the nature of, and can make out, bills and statements, drafts, checks, receipts, invoices, telegrams, cablegrams, pay rolls, etc.

I refer you, by permission, to Mr. Strong, of the Blank Business School, who can give you information as to my character and ability.

I should be glad to call at your office at your convenience.

Yours very truly,

W. L. Bowman.

Detroit, Mich.,
September 15, 1922

Union Publishing Co.,
Columbus, Ohio.

Gentlemen:

I am a bookkeeper and general office man. I am employed at the present time, but wish to secure a position with better opportunities for development and advancement. I therefore ask to be considered an applicant for any vacancy in your office at present, or that may occur in the future.

I have a general knowledge of the publishing business, having been employed for five years by The Acme Publishing Co., Nashville, Tenn., as bookkeeper and assistant general manager. I refer you by permission to the president of that company, Mr. H L Swisher. In addition to this I have had about ten years' experience in general office work.

I am thirty-five years of age and married.

I shall appreciate the favor of a reply and an interview.

Yours very truly,

Exercise 148

Using your own address as heading, answer the following advertisements:

1. Wanted—Office assistant, quick at figures, who writes a good hand, operates a typewriter. Address J. W., Register.

2. Wanted—Bookkeeper and Stenographer. State age, experience, and salary expected. O. K., Telegraph.

3. Wanted—Stenographer. Must be rapid shorthand writer and machine operator, well educated, and understand commercial papers. M. C., Enquirer.

4. Write to the Keema Manufacturing Company, Gary, Ind., applying for a position as stenographer. You do not know that this company is in need of a stenographer, but you wish to have your application filed for the first vacancy.

5. Write an advertisement for a position as bookkeeper or stenographer, stating briefly your age, qualifications, experience, and salary expected.

6. You have been informed by a friend that there is a vacancy in a business office in your city. Assume the name of the company and make application.

7. Answer an advertisement for help in your local paper.

LETTERS OF RECOMMENDATION

There are two kinds of letters of recommendation—personal and general.

A personal letter of recommendation is addressed to some person or firm to whom the writer is commending a candidate for a position. It may be written either at the request of the candidate or in answer to an inquiry from the applicant's prospective employer. This latter is the most satisfactory kind of a letter, as it does not go through the applicant's hands and may be supposed to tell the truth,

even though all the statements are not in his favor. This method of getting information involves considerable time, and it is therefore customary to have a general letter of recommendation. Such a letter is generally addressed, To whom it may concern. Yours respectfully, or, Respectfully submitted, is a suitable complimentary close.

A letter of recommendation should be definite. It should state clearly who the person recommended is, and what he can do. A single vague expression is liable to create an unfavorable impression. On the other hand, it should not be overdone. Truly many letters of recommendation have been written that were too good to be true.

In making application for a position, copies of letters of recommendation are enclosed. These should be marked "Copy" at the top or the bottom of the page.

The letter on page 192 is a general letter of recommendation:

To Whom it may Concern:

This is to certify that A. D. Sharon, Principal of the Business Practice Department of Blackmore Institute is a graduate of the Commercial Department of this school. He was also a graduate of the Spencer Academy when he entered the Blackmore Institute.

Mr. Sharon has been an instructor in the Blackmore Institute for seven years. He has also had three years' experience in a district school and two years' experience as principal of a state graded school of Wisconsin.

Mr. Sharon is a man of exemplary habits and character. His influence over students is inspiring and uplifting. He has proven himself a very efficient commercial instructor in the Blackmore Institute. He is looking for another position, not because the Blackmore Institute would not like to retain him, but in order that he may carry out some of his ideals that he feels he can not carry out here.

Mr. Sharon is an excellent disciplinarian, very firm. He is always anxious to help his students. In fact, he works too hard for them. But this is not a fault. Every employer would rejoice in having an instructor of this type. Mr. Sharon is worthy of a most excellent position. He will do whatever he promises to do. The employer that secures his services is to be congratulated.

Very respectfully,

D. N. Ferry.

The following is a personal letter of recommendation:

Mr. M. A. Grimes,
324 N. Main St.,
Cincinnati, Ohio.

Dear Sir:

It gives me pleasure to say in reply to your inquiry in regard to Miss Blanche Dutton, that she was in my employ as stenographer more than a year and during that time rendered entirely satisfactory service. Radical changes in my business made it necessary for me to dispense with Miss Dutton's services, much to my regret.

Let me assure you that she is not an ordinary machine stenographer, but a young lady of initiative and capacity for assuming responsibility. If you decide to employ her, you will never regret it; in fact, you are to be congratulated.

Very truly yours,

Exercise 149

1. Write a general letter of recommendation for a schoolmate who wishes to secure a position as a bookkeeper. Let your letter state that he is thoroughly qualified, and that your acquaintance justifies your speaking in the highest terms regarding his character.

2. Write a letter to Mr. A. N. Bruce, Westernport, Md., who has written you inquiring as to the fitness of Joseph Blackburn to fill a position as shipping clerk. You know Mr. Blackburn to be a good, honest industrious young man, but you feel that his training and experience have not been such as to enable him to fill this position.

3. Miss Jennie Herman has asked you to write in her behalf to Mr. John H. Leonard, to whom she is applying for a position as stenographer. You have been associated with Miss Herman in business and are confident she is competent to fill the position.

4. W. L. Goodwin, Cashier of the First National Bank, your city, has written you saying that Walter M. Collins, a former business associate of yours, has given your name as reference. Write Mr. Goodwin favorably in reference to Mr. Collins' business ability, promptness in collections, etc.

5. Mr. A. D. Howell has written you inquiring about the ability of Miss Lucy Powers, who has applied to him for a position as stenographer. Miss Powers was your secretary for some time. She is neat and accurate in her work and careful and trustworthy in the use of time during business hours. Write an appropriate letter to Mr. Howell. Give a good reason for her leaving your employ.

LETTERS OF INTRODUCTION

A letter of introduction is used to introduce two of your acquaintances to each other. It carries business and social obligations, and should not therefore be asked for or given carelessly. It should be short, simply stating the reason for the introduction. It is left unsealed and given to the person introduced. The words "Introducing Mr... ....." are written in the lower left-hand corner of the envelope.

The following is an example of a letter of introduction:

Cumberland, Md., Sept. 17, 1922

Mr. A. L. Caskey,
Guthrie, Okla.

Dear Mr. Caskey:

This will introduce to you my young friend, Mr. Frank Reefer, who wishes to secure a position and make his future home in your city. Mr Reefer is a young man of excellent character and is an expert stenographer.

Any assistance you may feel inclined to give Mr. Reefer will be highly appreciated by him, and will be considered a personal favor to me.

Yours very truly,

J. R. Mathews.

Mr. A. L. Caskey,
Guthrie,
Oklahoma.

Introducing Mr. Reefer

Exercise 150

1. Write a letter to some business man whom you know, introducing a fellow student who has just completed his course and is desirous of securing a position.

2. Write a letter introducing a friend who is changing his place of residence on account of ill health.

3. Write a letter to the cashier of a bank introducing an acquaintance who is going into business and wishes to open an account and establish business relations. You are in a position to speak highly of his business ability and integrity, promptness in meeting obligations, etc.

4. Write a letter to a friend living at some resort, introducing an associate and requesting assistance in finding a desirable cottage.

5. Write a letter to an official of a school introducing a friend who is entering as a student.

LETTERS OF INQUIRY AND REPLY

A letter of inquiry should be definite. State clearly just what you want to know, omitting no details that will assist your correspondent in giving a satisfactory reply.

A reply should be written with the same regard for detail and clearness:

Wichita, Kan.,
Sept. 17, 1922

Mr. W. B. Endicott, Pres.,
Endicott Business School,
Chicago, Ill.

Dear Sir:

I am a high school teacher of five years' experience. My subject is mathematics. I am considering abandoning this work at the close of this year and preparing myself for teaching commercial branches or doing office work. Which field would offer greater opportunities? Is there any preparatory work that I could do between now and the close of my school? About how long does it require to complete the full course? What is the estimated cost?

Yours very truly,

Miss Winifred French.

(Supply heading and date.)

Miss Winifred French,
Wichita, Kan.

Dear Madam:

Both commercial teaching and office work offer splendid opportunities for persons of your education and experience. Your choice should be determined by your preference of work. If you are a successful teacher, it would seem to us the logical step for you to specialize in commercial branches.

We offer thorough correspondence courses in most of the subjects taught in our school. It would be well for you to take up one of these at once, thus reducing the time and expense of attending school.

A person of your education should be able to complete our course in bookkeeping and stenography in from twelve to fifteen months.

We are mailing you a catalog in which you will find tuition rates, cost of boarding, etc.

We shall be pleased to furnish any further information desired, and hope to have the pleasure of enrolling you.

Yours very truly,

W. B. Endicott.

Exercise 151

1. A friend has written you inquiring about the school you are attending. Write him telling when the next term begins. Tell him something about the school—what hours in session, general policy and regulations, the location and equipment, your daily work, how the classes are arranged, promotion and graduation requirements, and anything else you think you would like to know if you were contemplating attending a school.

2. Write to Heating Engineer Supply Co., 420 Wood St., Pittsburgh, Pa., in answer to their newspaper advertisement, asking whether their Vital Suction Cleaner is sold on a money-back guarantee.

3. Write a reply for the Heating Engineer Supply Co., saying that the cleaner will be sent for ten-day free trial. Name one or two desirable qualities and quote price, $17.50.

4. Write Wagner Manufacturing Co., Sydney, Ohio, asking for catalogue of cast aluminum ware. Ask them if they also handle granite ware.

5. Write Bastian Brothers Co., Rochester, N. Y., asking for catalogue of class pins. Ask them to say whether they are prepared to make pins from special designs, and to give you some idea as to prices for such work.

6. Write to the United Projector and Film Co., 602 Keenan Building, Pittsburgh, Pa., asking them if their moving picture machine can be safely used in a school building. Ask them to quote prices on machine and film service and request a catalogue of educational films.

7. You wish to become a certified public accountant. Write to H. L. Palmer, Dean of the Duquesne School of Commerce, Pittsburgh, Pa., asking whether the school offers such a course. Ask him to send descriptive literature.

8. Write to one of your local railroad ticket agents asking whether reduced rates are to be given to persons attending the convention of the National Education Association to be held in Chicago next month.

9. Write to Lamport and Holt Line, 42 Broadway, New York, asking them to give sailing dates and cost of passage to Buenos Aires and other points in South America.

10. You have a thousand dollars you wish to invest. Write to a local bank asking for advice and suggestions.

11. Write to the publishers of the Literary Digest, Funk & Wagnalls Company, Publishers, New York City, asking them to quote student club subscription rates for classroom use.

12. Acting for the manager of your school baseball team, write to a manager in a nearby town, asking if arrangements might be made for a game. Mention open dates and the financial terms upon which you are willing to agree.

13. Write to the Excelsior Publishing Co., Syracuse, N. Y., asking them to send sample copies and quote prices on spelling texts.

14. Answering No. 2 for United Projector and Film Co., say that the machine uses slow burning film and may be safely used without a booth. Price of machine $250. Enclose booklet giving full information on film service.

15. Answer No. 8. If a thousand or more attend one fare and a third will be charged for round trip. Certificates must be secured from local ticket agents and signed at the convention by a representative of the railroads.

LETTERS ORDERING GOODS

A letter ordering goods contains very few words except the order and any special instructions regarding it. The order may be written in the body of the letter or on a separate sheet. Usually printed forms (order blanks) are used. In ordering goods, state distinctly just what is wanted, giving size, color, quantity, etc. If you are ordering from a catalog, give the catalog numbers. Tell how the goods are to be shipped, whether by freight, express or parcel post. Place each item on a separate line, beginning at the regular paragraph point.

If remittance is made with the order, state in the letter the exact amount, the form in which it is sent—check, draft, or money order.

The word "Enc." should appear at the lower left-hand corner of your letter. Drafts, checks, etc., are folded with the letter. It is well to take the further precaution of

pinning or clipping them to the letter. Enclosed stamps should not be stuck to the letter. Wrap them in oiled paper:

(Assume heading and date.)

Gentlemen:

Please send me by parcel post:

1 pr. Steel Pliers No. 6K9101	$0.09
1 Minnow Net No. 6K9103	.68
1 Trout Basket No. 6K9036	.95
1 Keystone Fish Stringer No. 9091	.11

I enclose P O. Money Order for $1.90 to cover purchase and postage.

Yours truly,

John Harmon.

Exercise 152

1. Order from Montgomery Ward & Co., Chicago, 1 Columbian Wrench No. 19K2241; 2 sets Harris Puncture Plug No. 19K2266, 36c; 1 New Departure Cyclometer No. 19K2221, 65c. To be shipped by express. Remit by express money order.

2. Write to a stationery store ordering copies of four different books. Ask them to send bill for the amount.

3. Order a list of groceries of six items from a wholesale house for your store in a small town.

4. Write to Cosmopolitan, 119 West 4th Street, New York, sending subscription for Cosmopolitan Magazine for a year, beginning with this month's issue. Enclose money order for $1.50.

5. Order from Baird-North Co., Providence, R. I., one carving set, No. 143, price $3.50, and one set of pearl handled fruit knives, No. 213, price $8.00. These are to be sent by express on approval, you to remit amount of bill or return goods within five days after receipt.

6. Order from Gillette Safety Razor Co., Boston, Mass., one Aristocrat safety razor, $5.00; one gold-plated razor, $6.00; one package Gillette blades, $1.00; to be sent by parcel post. Enclose check for amount.

7. Order a hundred copies of the Shorthand textbook now used in your school.

8. Order a ton of run-of-mine coal from a local dealer.

9. Write to the publisher of one of the magazines for which you subscribe ordering a change in your address. Be sure to give your present address as well as the new one.

10. Order a half dozen different articles from a department store, to be delivered C. O. D.

11. Write to Hotel Sherman, Chicago, asking for reservation of a room for three days during the meeting of the National Education Association next month. Give exact dates and approximately the price you are willing to pay.

12. Write to a local theatre ordering season tickets. State your preference as to location of seats. Enclose check to cover cost.

13. Write to a local railroad ticket agent asking him to issue a ticket and make Pullman reservations for a trip to Seattle, Washington (or Portland, Maine). Tell him when you wish to start on your journey and when you will call for the ticket.

14. Order from the Acme Publishing Co., Albany, N. Y., a copy of the New Encyclopedia to be sent on five days' approval. Agree to send first payment of $5.00 after five days or return the book by express at the publisher's expense.

15. Write to Eureka Duplicating Co., ordering five thousand copies of a circular letter, copy for which you are enclosing. Ask for quick delivery, with bill.

REMITTANCES

A letter accompanying an enclosure should state precisely what the enclosure is. If it is a remittance, its amount and purpose and how it is to be applied should be clearly stated. The debtor has a right to say to which of several accounts his payment is to be applied. If he neglects doing so, the creditor may exercise the right and apply it even to an outlawed account.

A transaction by letter constitutes a binding contract. The details are, therefore, as important as are those of a formal contract drawn up by an attorney. Exact reference aids in detecting wrong enclosures and incorrect amounts.

If there are several enclosures each should be mentioned and the "Enc." at the close of the letter should be followed by a figure to indicate the number. This helps the stenographer to see that none are neglected and the addressee to see at a glance that none are missing.

The usual ways of making remittances by mail are by postal order, draft, or check. Coins, when sent in a letter, should be wrapped in a coin card. Bank drafts are used by persons who have no established business relations with those to whom they are sending money.

Gorman, Md., Aug. 22, 1922

Baltimore Bargain House,
Baltimore, Md.

Gentlemen:

Here is my check #1254 for $210.30 in payment of your bill of July 23, due tomorrow; also an order for some specialties which I wish to place on sale Saturday, August 28. Send them by express, please.

Yours truly,

Edward Oates.

Enc. 2

Exercise 153

Cut pieces of paper 3 by 7 inches for the required checks, notes, drafts, etc., and enclose with the following letters.

1. Write to the Excelsior Dairy Co., your city, enclosing check for $4.86 in payment of last month's bill for milk and cream.

2. Send a note on account to Simmons Hardware Co., St. Louis, Mo.

3. Pay your telephone bill for last month, $3, by check, also enclose the check of one of your neighbors who used your telephone for long distance calls, amounting to $3.50.

4. You owe Parker & Co., 2456 Woodward Avenue, Detroit, Mich., $250 on an old account, for which you have given them your note. You have just bought goods from them amounting to $55. Send them a check for $100, instructing them to apply $55 on this bill and $45 on your note. Be careful to make this clear.

5. Send a bank draft to Marshall Field & Co., Chicago, in payment for articles listed on an order blank enclosed

ACKNOWLEDGMENT OF PAYMENT

Remittances should be acknowledged promptly. A letter of this kind should express thanks and state in figures the exact amount of money received.

Baltimore, Md., Aug. 24, 1922

Mr. Edward Oates,
Gorman, Md.

Dear Sir:

Thank you for your check #1254 for $210.30, which reached us yesterday.

Your order, received at the same time, was filled at once and shipped by express yesterday afternoon in accordance with your request.

Yours very truly,

Baltimore Bargain House

Per J. D Lane.

Exercise 154

Taking the place of the addresses in Exercise 154, acknowledge receipt of the letters and enclosures.

COLLECTION LETTERS

The writing of a letter requesting payment calls for the use of tact and judgment. A discourteous reminder of debt may serve only to defer payment indefinitely. A blunt, threatening letter, such as is sometimes sent out by short-sighted collection agencies, may get the money, but it will also cause the loss of the customer. It is a matter of good policy for a business man to adopt that method that will most likely not only bring the money, but also retain the good will and patronage of the debtor.

The first letter should be a courteous reminder, assuming that the failure to pay is an oversight:

Dear Sir:

The enclosed statement of your account will show that a balance of $92 is slightly overdue. Not having heard from you to the contrary, we assume the goods were satisfactory in every way, and that the bill rendered on the first of the month, no doubt, was overlooked by you.

Yours truly,

The second letter may be made a little more emphatic

Dear Sir:

We regret having to write you again in regard to your overdue account of $92, about which we wrote you two weeks ago.

This is an important matter with us, and we shall appreciate it very much if you give it your immediate attention.

Yours very truly,

The degree of firmness to be used in subsequent letters depends upon so many things that it is difficult to give advice. It may be that the debtor's slowness is not caused by either lack of funds or dishonesty. It may be due to negligence. Of course, this is inexcusable; but if the creditor knows the account is good, that he will get his money finally, and can afford to carry it on his books for a considerable length of time, he will not resort to methods that will result in the loss of the trade.

Ordinarily, however, the desirability of the customer decreases as the term of his delinquency increases. In this case the third letter is written in a rather firm tone:

Dear Sir:

We are still without a reply to our letter or a check covering your account of $92.

You know that our terms are strictly 30 days net, and it is altogether unreasonable for you to let this account run so long. We have written you under dates of August 10 and August 20. We must now ask that you kindly give this matter attention and see that check comes forward promptly.

Yours truly,

If the third letter fails, the fourth would probably be something like this:

Dear Sir:

We are greatly disappointed that you have failed to respond to our request of September 4 for a remittance to cover your account of $92, as per September first statement

It is essential that we make this collection promptly. We are, therefore, forced to state that if your remittance does not reach us not later than Tuesday, September 22, we shall be obliged to make sight draft.

We prefer to have you remit.

Yours truly,

If you have finally to place the account in the hands of a lawyer or collection agency, you would probably write:

Dear Sir:

Much to our regret, we have been forced to place your account of $92 in the hands of our attorney, Mr. J. L. Holmes, 635 Hawley Building, Providence, R. I. You will hear from him at once.

Yours truly,

It is not out of place to say a word here to the customer. In a great majority of cases you can tell beforehand when you are not going to be able to meet your obligations. As soon as you know this, you should ask for an extension of time. In making this request state the reason for having to ask the favor, and tell about when you will be able to pay:

Dear Sir:

I regret being compelled to ask an extension of time on my account with you which becomes due on October first.

The plant in which I am employed, the Homewood Tool Works, has been compelled to close down for two or three weeks on account of business depression brought on by the European War. I am assured that they will resume about the first of the month, in which case I shall be able to pay you by October 15.

Hoping you can see your way clear to grant this extension, I am,

Yours very truly,

Exercise 155

1. Write to your customer, E. R. Grant, Hartford, Conn., calling attention to his failure to pay his account of $25, due ten days ago. Mr. Grant is a good customer who seldom fails to discount his bills.

2. Mr. A. J. Holt, Meriden, Conn., has sent you an order amounting to $65.20. He already has an account with you of $50 which is thirty days past due. He has been habitually slow in settling. Write him explaining that you can not accept this order until the old account is paid.

3. James Brown, Hagerstown, Md., owes you $125. You have written three times. Write him a strong letter, the last one before placing account in the hands of an attorney.

4. Write W. A. Gilbert, Phoenix, Ariz., notifying him you will make draft in ten days if you do not receive payment of his bill of $82.

5. Your account of $25 with the Middleton Grocery Co. will be due in ten days. Write asking for an extension of time.

6. W. A. Gilbert failed to honor your draft. Write him that ten days after date of your letter you will place the account in the hands of your attorney for collection.

7. Write a final letter to James Brown, who has ignored all your letters.

8. Write a suitable second letter to Mr. Grant (mentioned in No. 1). Keep in mind that you are still desirous of retaining his patronage.

9. Complying with your request in No. 5, the Middleton Grocery Co. gave you an extension of thirty days, which will expire now in a few days. You find that you will be able to pay only one-half of your bill. Write a suitable letter.

10. Write an unfavorable reply for the Middleton Grocery Co.

11. Write a third letter to Mr. Grant (See 1 and 8). As he has replied to neither of your letters considerable firmness is now justifiable. Express the hope that your long pleasant business relations are not to be marred by your having to resort to stronger measures to secure what is rightfully yours.

TELEGRAMS AND CABLEGRAMS

In a telegram the salutation and complimentary close are omitted. It is written in as few words as possible consistent with clearness from the viewpoint of the receiver.

The telegraph companies charge a minimum amount for ten words or less. An additional charge is made for each additional word. These charges are based upon the distance the message goes and the amount of work required to get it to its destination. No charge is made for the address or signature, but explanatory words following the signature are charged for. If, for example, the signature were "J. Holcomb, Agent G. R. & I." a charge would be made for the four words, "Agent G. R. & I."

If, in order to avoid any possible error in transmission, the sender desires the receiving operator to repeat the message to the one who sent it, an additional charge of one-half the original cost is made.

In counting the words in a telegram, every individual figure, character, or initial letter is considered as one word. 500 would be three words. It should be written five hundred.

In a night letter (a message sent at night when the operators are not so busy) fifty to two hundred words are sent at the rate of the cost of a day telegram for each fifty words. For example, where the day telegram rate is sixty cents, the charge for a night letter of a hundred and fifty words is $1.80.

Telegrams sent at night to be delivered the following morning are taken at reduced rates.

In a day letter, which is handled as a "deferred service" and not allowed to interfere with the regular day messages, fifty words are sent for one and one-half times the cost of a regular day telegram.

Money may be transferred by telegraph. Deposits for transfer must be made in bankable money. Fractional parts of a dollar are not transferred. The order transferring money may require identification of the payee, or it may waive identification.

Receipt of telegrams should be promptly acknowledged, either by letter or by telegram, depending upon the degree of promptness required.

Because of the expense involved in sending messages, the code system is widely used. A code is a series of arbitrary words, each signifying a certain expression. Thus, "Bluebeard fishjoint" may mean: "Impossible to collect claim. Debtor is bankrupt." There are many code systems in use. Any business firm may devise its own The A B C Western Union code is in very general use.

The use of a code is particularly advantageous in sending cablegrams (which are sent by means of submarine cables) because of the much greater cost. A charge is made for the name and address of the one to whom the cablegram is sent.

The following is an example of the condensation possible (and necessary) in a telegram:

Dear Sir:

Mr. James authorizes me to offer you $1500 for nine-month term. Please inform me at once whether you will accept.

Yours truly,

J. L. Garmor.

Telegram:

James offers fifteen hundred nine months. Will you accept?

J. L. Garmor.

The reply to the above letter would be something like this:

Dear Mr. Garmor:

Replying to your letter, I have decided to accept Mr James's offer of $1500 for nine months. You may send contract, which I will sign and return promptly.

Yours truly,

A. B. Knox.

Telegram:

Accept James's offer. Send contract.

A. B. Knox.

In business it is customary to confirm a telegram; that is, to write a letter containing the contents of the telegram:

Dear Sir:

We have wired you today as follows: "Camping outfit short three items. Writing."

We are greatly disappointed of course, as we expected to set out immediately on receipt of the outfit. We hope that you have already discovered that the items referred to are one No. 3 hammock, one "sure catch" minnow trap, and one utility camping box.

Please wire when these are sent forward.

Yours very truly,

James Fox.

Exercise 156

Convert the following series of items into telegrams of as few words as possible. Make them intelligible:

1. To the Gregg Publishing Co., New York, ordering 25 copies of Shorthand manual and 25 copies of Office Training outfits by express.

Write the letter that should follow.

2. To W. S. Allen, Chattanooga, Tenn., asking if he will deliver a course of ten lectures in your school, when he can come, and what his fee will be.

3. To a friend in Baltimore saying that you will pass through that city on a certain date and would like to see him at the Baltimore and Ohio Station.

4. To someone of your home people saying that you have been in a railroad wreck between Pittsburgh and Erie, but that you are only slightly injured and will be home in a few days.

5. To a friend telling him of a vacancy in the office in which you are employed—a position as stenographer paying $75 a month with splendid opportunities for advancement. You have recommended him.

6. To a man in New York with whom you have an appointment saying that it will be impossible for you to come, owing to the fact that you have been injured in an automobile accident.

7. To a man who owes you, asking him if you may draw on him for amount due.

8. To a firm from whom you have received a rush order, stating when and how the goods were shipped and that you will have them traced.

9. To the Blain Grocery Co., Chicago, for whom you are traveling salesman. You are running short of money. Ask them to send you fifty dollars at Columbus, Ohio, tomorrow.

10. Write a suitable letter to follow telegram No. 7.

FORM LETTERS

It is frequently desirable to write letters to a number of people, conveying the same message to all. It would be a waste of time and money to write separate letters. So for this purpose form letters are used. They should be prepared with much care, should be neat in appearance, and clear in expression. The required number of copies are run on a duplicating machine, and the names and addresses are filled in on the typewriter. Care should be taken to have the name and address match the body of the letter in type, margin, and color.

They are used for making announcements of general interest; as, notifications of changes in partnerships, removals, instructions to agents, special sales and offers, answering inquiries, etc.

Boston, Mass., Oct. 28, 1922

Mr. Frank Brown,
Canton, N. Dak.

Dear Sir:

On January first a change will take place in the management of our business. Mr. J. L. Poland will retire from the firm, and will be succeeded by Mr. A. W. Thurman.

We are desirous of having all outstanding accounts settled before January first, and are writing you to request, as a special favor, payment of yours, as per enclosed statement, at your early convenience.

Soliciting a continuance of your patronage, we remain,

Yours very truly,

While a form letter must necessarily be general in tone, every effort should be made to avoid stereotyped expressions. Give it as much personal touch as possible. It is sometimes considered good policy, especially where the form letter is long, to write a brief personal letter to be enclosed with it.

Besides this general use, the form letter is used for the purpose of soliciting trade. This is known as the sales letter.

Exercise 157

1. J. B. Walker has purchased the grocery business of A. L. Wilson. Prepare a letter to be sent to Mr. Wilson's customers announcing this fact and soliciting their patronage. Express Mr. Walker's assurance that the former efficient management will be continued; that no effort will be spared in his endeavor to please and retain their good will and patronage.

2. E. B. Porter will move his dry goods store into new quarters ten days hence. He is offering a reduction of 25% on everything in stock. Give this letter a personal touch. Say that you appreciate past patronage; that you want to see the reader get some of the bargains. Invite him to come early.

3. The partnership existing between B. F. Weeks and J. N. Dinsmore, of Los Angeles, Calif., has been dissolved by the death of J. N. Dinsmore. All claims will be settled by the surviving partner, B. F. Weeks. The business will be continued under the same title and firm name, the interest of Mr. Dinsmore having been assumed by his widow. Write a circular letter in the name of Weeks and Dinsmore, embodying the above facts.

4. As representative of the Santa Fe Railroad, prepare an appropriate circular letter to send in reply to inquiries for folder, "Westward Ho!" Say that you are enclosing folder. Ask that it be read carefully. Ask the reader to indicate what points he contemplates visiting. Offer your services in selecting routes, making reservations, and giving any desired information. The letters are to be mailed from the Santa Fe offices in Chicago.

5. Prepare a letter to be sent to the business men of your city soliciting advertisements for your school paper. Fix in mind some individual while you are writing. Tell him something of the nature of the paper, its objects, its approximate circulation. Try to convince him that it will be a profitable investment for him to buy space. Quote prices for nine issues: Whole page $20; Half page $12; Quarter page $6.

6. Prepare copy for an announcement to be distributed among the patrons and friends of your school regarding an entertainment to be given by the students. Give full information including place and date, brief description of the program, the purpose for which the receipts are to be used, price of admission, etc.

7. The Miller Department Store is advertising a special sale of ladies' suits and furs to begin in ten days. As a courtesy to its regular customers it is offering them the privilege of inspecting the stock and making their purchases at the reduced prices during the three days preceding the opening of the sale. Prepare a letter.

8. Prepare a notice of a committee meeting, giving the date, time, place and object of the meeting. Make it sufficiently brief to be typewritten on a postal card.

9. Prepare a postal card notice calling the attention of the voters of your district to the importance of registering on a certain date. Explain that failure to register will deprive them of the privilege of voting. Tell them the place, the hours, and the date.

10. Prepare a notice to be sent to the business men of your town that you are opening a stenographic bureau, where you will be prepared to do all kinds of stenographic work, typewriting, etc.

CHAPTER XII

ADJUSTMENT LETTERS

In the face of the best efforts of even the most efficiently managed business concern something occasionally goes wrong which affects the quality of the goods sold or the service rendered. These accidents call forth complaints from customers. Letters must be written in answer to these complaints making rebates for shortages in shipments or overcharges, agreeing to replace defective goods, etc. These are called adjustment letters.

Adjustment letters are among the most difficult that the correspondent has to write. Their influence on sales is of even greater weight than that of actual sales letters. The chief result to be accomplished by means of sales letters is the gaining of new customers. But it is repeat orders that mean profit for the firm, and keeping a customer frequently depends upon the manner in which an adjustment is made. It is the problem of the writer of an adjustment letter not only to make an adjustment that will be entirely satisfactory to the customer but retain his patronage and good will. This is particularly difficult when the writer is not justified in fairness in giving the customer all that he asks for.

It is a requirement in letter writing in general that the writer maintain the right attitude toward the addressee, and this applies with exceptional force to the writing of adjustment letters. The tone of many letters of complaint is such as to arouse antagonism. Some complainants go to the extent of using abusive language. It is a matter of duty as well as wise business policy for the adjustment man to exercise self-control, resist the temptation to reply in kind, ignore the abuse of the complainant, and assume an attitude of politeness. It must be borne in mind, however, that this may be overdone. A letter may be so obviously courteous as to increase rather than palliate the

ill feeling of the customer, even though it grants every concession that he has claimed.

The frequently quoted statement that "the customer is always right," should not be taken too literally; but it is a fact that the false claims made are so few that they may be ignored in establishing adjustment policies. In the great majority of cases, therefore, it is well for the writer to admit the shortcoming, to explain the cause, to show genuine regret for the occurrence and a willingness to make an adjustment entirely satisfactory to the complainant.

From a purely selfish viewpoint there are two excellent reasons for welcoming letters of complaint. In the first place, the courteous attention that convinces the claimant that the firm actually appreciates his taking the time and trouble to make the complaint will go far toward keeping all customers satisfied. The other reason is that to the firm that is alert complaints furnish valuable suggestions for the improvement of its products and service. The concern that assumes the proper attitude will in all probability find the number of complaints received decreasing as time goes on.

Letter of Complaint

Blaine, W. Va.,
Aug. 15, 1922

Baggagemaster,
Western Maryland R. R. Co.,
Elkins, W. Va.

Dear Sir:

This morning I presented to the baggage man at Cumberland two tickets to Blaine to have my baggage checked. I assumed of course that he would know enough to check to the point indicated on the tickets. I found, however, after the train had left Blaine that he had blundered and checked it to Elkins instead. I want the baggage sent back here on the first train tomorrow morning. I have already suffered considerable inconvenience on account of this inefficiency on the part of the Western Maryland Railroad. The number on the check I hold is 11-88-44.

Yours very truly,

John W. Rose.

The Reply

WESTERN MARYLAND RAILWAY CO.

Elkins, W. Va.,
August 16, 1922

Mr. John W. Rose,
Blaine, W. Va.

Dear Sir:

I am sorry indeed to learn from your letter of yesterday, which has just been opened, of your inconvenience incident to the mischecking of your baggage. However, I think you will agree with me that the apparent blunder of the Cumberland baggage man was one that might be made by any of us once in a while. Evidently in his hurry to serve you by getting your baggage on the train you were taking, he picked up the wrong rubber stamp. I have no doubt that his record shows that the baggage was checked to Blaine. He wrote that on the sheet with a pencil.

It is unfortunate that you did not look at your check when he gave it to you -- but, like the baggage man, you were in a hurry.

Now, Mr. Rose, I am exceedingly sorry to have to delay the shipment of your baggage for another day The company's rule on this matter is very strict, requiring me to take up the check issued by the Cumberland agent and recheck the baggage to you at Blaine. While this works a hardship in this instance, I am sure that it is obvious to you that the rule is enforced for the protection of the patrons of the road.

I am getting this off on the first train after the receipt of your letter. Now, if you will just enclose your check, together with this letter, in an envelope and mail it to me on the next west-bound train, putting on a special delivery stamp to make sure of its delivery to me tonight, I shall personally see that your baggage comes to you on the first train tomorrow morning and mail you a new check on the same train.

Yours very truly,

J. R. Rader.

Baggagemaster.

When the adjustment is refused or not completely granted, the adjustment letter should be long rather than brief. The preceding letter might have been made only half as long to say only what was absolutely necessary. It illustrates the "educational" adjustment letter. It is designed not only to correct the error but to explain the cause of it and the reason for the procedure followed, and to make a suggestion to the patron for aiding in the avoidance of similar trouble in the future.

It has been said above that there is a real reason for most complaints. It is just as true that in the great majority of cases the shortcomings occasioning the complaints are the results of unintentional oversight rather than carelessness or fraudulent intent. It is well, therefore, for the complainant to give the addressee the benefit of the doubt and write his letter in a tone reflecting this attitude.

Exercise 158

1. Mrs. Mary Norman finds that a coat which she bought at Horne's Department Store three days ago has not been delivered. Write a letter for Mrs. Norman. Give the date of the purchase and price.

2. Write a letter for the store explaining that the drivers have been on a strike; that the trouble has been settled and the coat will be delivered within a day or two — as soon as the congestion in the shipping department can be cleared.

3. Ten days ago you ordered several articles from Montgomery Ward & Co., Chicago, requesting that they be sent at once by mail. Write them, naming the articles, and telling them that the delay is causing you inconvenience.

4. Write Montgomery Ward & Co.'s reply explaining that one of the articles was out of stock and had to be bought outside; that the whole order is going out today by mail.

5. John Brown, Salem, W. Va., has written you complaining of non-delivery of goods bought of you ten days ago. Write him saying that the goods were shipped the day the order was received and that the fault must be with

the railroad company; that you are taking the matter up with the railroad company.

6. Write to the local railroad company asking them to trace the shipment referred to in No. 4. Give full information as to date of shipment, name of consignee, etc.

7. James Steel complains that the Yared Produce Co., nas overcharged him 3 cents a pound on butter. Write a letter for James Steel.

8. Write the reply of the Yared Produce Co., explaining that several articles, including butter and eggs, have advanced in price this week.

9. Mrs. Anna Burke, acting as agent for the Larkin Soap Co., Buffalo, N. Y., complains that several articles included in her last order were not delivered with the rest of the goods. She fears that she is going to lose some of her customers. Write her letter, naming a half dozen grocery items.

10. Write the Larkin Co.'s reply, enclosing a form on which the articles are to be listed and an affidavit to be acknowledged before a notary. Explain that this procedure is made necessary by the fact that they have been having considerable annoyance from tampering with shipments; that they need the information to make claim against the railroad company. Ask Mrs. Burke to furnish names and addresses of persons whose goods were missing and to tell them that they will receive their money back directly from the company.

11. Write to the Coffman Department Store, your city, calling attention to an error in your bill, which you are returning. There are three items which you did not purchase. Ask them to send you corrected bill.

12. Write the Department Store's reply, expressing regret for the error and enclosing corrected bill. In closing paragraph call attention to a special sale of some line of goods.

13. Write to the Acme Publishing Co., calling attention to the non-receipt of some book which you ordered ten

days ago. Say that you are suffering great inconvenience, as you had expected to use the book in connection with some special work you have on hand.

14. Write the reply of the Acme Publishing Co., saying that the shipment is being traced, but that rather than inconvenience further they are sending another copy and asking that in case both copies are received, one of them be returned at the expense of the company.

15. Daniel Jamison, of Fredville, Kentucky, bought from the Queen City Clothing Co., Cincinnati, Ohio, a leghorn hat, for which he paid five dollars. Ten days later he wrote a letter to the firm saying the hat had lost its shape, accusing them of charging him the price of a first-class hat for one of inferior quality, and demanding the return of his money. Write Mr. Jamison's letter. Make it positive.

16. Write a reply to Mr. Jamison expressing the regret of the Queen City Clothing Co., for his disappointment in the hat recently purchased and assuring him that they always stand back of their goods. Explain to him, however, that in order that the company in its turn may secure an adjustment from the factory, you must ask him to return the hat.

17. Write a short letter for Mr. Jamison saying that he is mailing the hat, and asking the Queen City Clothing Co., to send him a check for five dollars by return mail.

18. Write a letter to Mr. Jamison acknowledging receipt of his letter and the hat. Thank him for his promptness. Explain to him that upon inspection it has been found that the hat is of first-class quality; that it had evidently been allowed to become very wet, which caused it to lose its shape. Say that this would be the result of getting any leghorn hat wet, and that it would be impossible for them to get an adjustment from the manufacturer. Tell him the company has had the hat reblocked and is returning it to him. Assure him that if he will keep it dry it will keep its shape and give satisfactory service. Solicit his future patronage. This should be an educational letter. It may be quite lengthy

THE SELLING LETTER

Selling letters are the most important of all business correspondence. A large number of books have been devoted exclusively to this class of letters, and persons who can write effective sales letters can and do command large salaries.

A sales letter is a sales talk on paper. The purpose of a sales talk, whether written or verbal, is to bring about action on the part of the prospective buyer. The one thing above all others to be avoided in a sales letter is rambling. The introduction of nonessentials, or even an illogical arrangement of essential elements, detract from its directness.

The writer of a successful sales letter, like a builder, follows a plan. Of a hundred buildings, no two may look alike. A cornice here, a dormer there, make the finished structures look different. But in the construction of the *vital* part, the framework, the same things were done, and in the same order in each building. The starting point was the same in each case, the foundation. It was so with the second and subsequent steps, to the placing of the capstone.

The same principle applies to a sales letter. It must proceed through certain steps. It must be based logically upon the principles of salesmanship.

The first step is

THE OPENING

The sole purpose of the opening is to win the reader's attention and prompt him to go farther into the letter. First of all, it must *look* easy to read. A short paragraph is more inviting to the eye than a long one. The filling in of the name and address, the quality of the typing or multigraphing, the general physical appearance, should be such as to make it look like a personal letter.

The idea chosen must be apt, not trite. It should in some way appeal to the reader's personal interest. The appeal may be to his love of comfort, his desire to safeguard his health, his ambition to make or save money. The beginning should be specific, not general; concrete, not abstract.

Many a letter kills its effectiveness by beginning with a hackneyed, stereotyped expression: I have the honor to inform you, or, In reply to yours of recent date, I beg to state. Some letter writers are always begging. What salesman would use such expressions in introducing himself to a prospective buyer?

Many ways have been used for getting attention.

Some writers use what correspond to catch-lines in advertising. An investment broker, for example, might open a letter describing a stock or bond issue with:

Dear Sir:
AN OPPORTUNITY FOR YOU!

A householder's or a factory manager's sense of economy may be appealed to by an opening like this:

Dear Sir:
CUT YOUR COAL BILL IN TWO!

Another means of riveting attention is the use of the word You. Most people are interested in themselves. This can easily be overdone, however. If we appear oversolicitous of the other person's interest, especially if he is a stranger to us, he is likely to become at least suspicious.

The following opening appeals directly to the reader's needs:

Dear Mr. French:
You will soon be wanting supplies for the new plant you are erecting.

AROUSING INTEREST

The second step in the development of a sales letter is to create interest. As in the case of securing attention, various methods are used. One is the human interest touch. For instance, a dealer in boys' clothing would get the mother's interest by explaining just how he can supply the boy's needs. The most common method is through description or explanation, or both. Note the further development of the letter illustrated under the preceding caption.

In the second paragraph the writer arouses interest by showing understanding of the reader's needs:

Dear Mr. French:

You will soon be wanting supplies for the new plant you are erecting.

And you know what a trying proposition supply buying is when you have to obtain your equipment from a dozen different sources. There are sure to be some parts to go back for alterations; there will be delayed shipments on some goods that will hold up all. You have been saying to yourself how much quicker and easier and better you could put your plant in shape if you could get somewhere a complete equipment that would meet your needs.

CREATING DESIRE

The third step is to create desire. This is done by argument and proof. It is not sufficient to explain your proposition, and express your own personal convictions; you must prove your claims, and do it quickly. You must show the customer where he will *gain* by the purchase. This gain may be in money, comfort, satisfaction, well-being, or happiness, or in all these. This conviction is brought about in different ways. One way is to offer to sell with the understanding that money is to be refunded in case of dissatisfaction. A testimonial, if it is direct and complete, may be used to good advantage. A testimonial in which the name and address are omitted is prima facie evidence of insincerity.

The third paragraph of the letter here under discussion begins argument:

That is just what we are ready to install for you on an hour's notice -- a complete equipment that will meet your most exacting demands -- in economy of operation -- in day-in-and-day-out wearing quality.

PERSUASION

The next element is persuasion, by means of which the reader is brought to your way of thinking by being shown that the goods offered are adapted to his present needs.

In the fourth paragraph of our letter argument is backed by proof in citing a specific article and price. The element of persuasion is brought into play in the close of the paragraph:

> And because we can furnish you with every item of equipment that you need, we can do it at a bedrock minimum of cost to you. The catalog enclosed is a perfect directory of plant equipment. Go over it very carefully; note particularly the special prices quoted on "Star Brand" belting This is made in our own factory from the very choicest oak-tanned stock. In actual tests it has proved its ability to outwear three times over any other belting at the same price on the market. And this is just one item -- just to give you an idea of the price and quality we could give you in furnishing your plant complete.

INDUCEMENT

The next step is to give the reader a particular or extra reason for buying *now*.

THE CLIMAX, OR CLINCHER

The climax, or clincher, prompts him to act at once, and makes it easy for him to do so.

In the closing paragraph, the reader is urged to act at once and is offered an inducement in service. He is given something to do at once:

> You simply can not afford to buy a dollar's worth of supplies until you know our rock-bottom prices for the entire equipment. Fill out and mail the enclosed specification blank today. Our prices and full particulars will come by return mail.
>
> Very truly yours,

Now study the whole letter, noting the six elements: attention, interest, desire, conviction, inducement, climax:

Dear Mr. French:

You will soon be wanting supplies for the new plant you are erecting.

And you know what a trying proposition supply buying is when you have to obtain your equipment from a dozen different sources. There are sure to be some parts to go back for alterations; there will be delayed shipments on some goods that will hold up all. You have been saying to yourself how much quicker and easier and better you could put your plant in shape if you could get somewhere a complete equipment that would meet your needs.

That is just what we are ready to install for you on an hour's notice -- a complete equipment that will meet your most exacting demands -- in economy of operation -- in day-in-and-day-out wearing quality.

And because we can furnish you with every item of equipment that you need, we can do it at a bed-rock minimum of cost to you. The catalog enclosed is a perfect directory of plant equipment. Go over it very carefully. Note particularly the special prices quoted on "Star Brand" belting. This is made in our own factory from the very choicest oak-tanned stock. In actual tests it has proved its ability to outwear three times over any other belting at the same price on the market. And this is just one item -- just to give you an idea of the price and quality we could give you in furnishing your plant complete.

You simply can not afford to buy a dollar's worth of supplies until you know our rock-bottom prices for the entire equipment. Fill out and mail the enclosed specification blank today. Our prices and full particulars will come by return mail.

Very truly yours,

THE CURTIS PUBLISHING COMPANY
Independence Square
PHILADELPHIA

THE LADIES' HOME JOURNAL
THE SATURDAY EVENING POST
THE COUNTRY GENTLEMAN

August 24, 1922

Mr. R. A. Green,
648 Adams St.,
Fairmount, W. Va.

Dear Mr. Green:

Have you some spare time for sale?

Let's sit down for a minute and talk over what our money-making plan offers--to both of us.

First, let me ask you a fair question: Has anyone ever asked you to subscribe by the year for THE SATURDAY EVENING POST? Ten to one, NO.

Do you see the point? Not a day goes by but folks right from your neighborhood send us subscriptions direct, simply because no Curtis representative is on the spot to take the orders and collect the profits.

So you see we need the right kind of worker for your territory. I hope you are the man. If you are, your success is assured.

You don't need experience to begin. We'll furnish that. As a matter of fact, we have a complete, free course in Curtis salesmanship, in the form of a series of booklets, the first of which you'll get as soon as you start, and the rest of which will come along as you need them. Then, too, we have "Vim," a monthly magazine for our representatives which presents ideas that our most experienced field workers have found to be money-getters. You'll get "Vim" regularly. Again, we'll give personal help when you want it. I repeat: All you need is the determination to start--the experience will come.

You'll find it's easy. I promise you. Surely it doesn't take much backbone to ask a friend how he likes THE SATURDAY EVENING

R. A. G. # 2.

POST. You know he likes it. Nearly everybody does. And when he says, "I think THE SATURDAY EVENING POST is fine--the biggest nickel's worth of reading matter to be bought" you don't need much nerve to ask whether he wouldn't like to get it regularly on each of the fifty-two Thursdays in the year for only a few pennies a week. That's all it costs at the new low price by subscription recently inaugurated--just in time to enable you to make a real "clean-up."

Fill out the enclosed application blank and mail it today. Your credentials will be sent at once, and this time next week you can begin turning your spare time into cash.

Yours very truly,

The Curtis Publishing Co

Earl Adams
Manager of Agency Division.

Exercise 159

1. You are manufacturing a kind of roofing known as Flintoid. Prepare copy for a letter to be sent to house-owners.

Win attention by asking the reader if he believes in fire protection, and what about protection from the other elements.

Arouse interest by reminding him of the possibility of his shingle roof's leaking, causing the ruin of some of the contents of his home. Explain that sooner or later shingles are bound to warp and pull out nails, allowing the rain to beat in; that they rot quickly.

Introduce argument, saying it isn't necessary to run the risk; that absolute protection can be gotten through the use of Flintoid, and at no more than the cost of ordinary shingles. Flintoid will withstand almost indefinitely the most severe weather conditions.

Explain that it is made of the best raw materials; that it is laid in three layers, and over that a red coat that soon oxidizes. This makes a surface solid as slate, unaffected by weather.

Introduce the element of persuasion by suggesting that he figure how long since his roof was put on. Ask him if he can trust it longer. As an inducement say that Flintoid can be laid right over the old roof; that cost includes nails and cement, and you pay the freight.

As a clincher, ask him to fill in dimensions of roof on enclosed order blank and mail today.

2. Prepare a letter advertising the Wilbur gasoline engine. Find a good opening sentence, one that will get the attention of the reader—a user of gasoline engines, of course.

The inventor had several years' experience installing gasoline engines before beginning to manufacture his own. He appreciates the advantage of being able to make adjustments without having to send for a special man. All the parts of the Wilbur are in plain view and easy to get at. To remove the sparker one simply removes two nuts.

The governor is the same type used on the highest grade steam engines—allows speeding up or slowing down while the engine is running. Very handy. Few built so. Extra cost, but gives extra satisfaction.

We guarantee everything we sell. Have four thousand customers in your state. No doubt someone living not far from you has a Wilbur. Ask what he thinks of it.

Not a cheap machine at a high price, but a high-grade machine at a low price.

Ask for reply stating requirements

Enclose Bulletin "B."

3. You make a business of reinking duplicating ribbons. Prepare a letter. Get attention by reminding the reader that he doesn't throw away a fountain pen when the ink is exhausted. We can reink ribbons. Examine an apparently worthless ribbon. The fabric is scarcely worn. We treat it with special process, return as good as new, at one-half the original cost. Read the enclosed folder—explains proposition. A trial will convince. The sooner you send, more you will save. Pack them up, put on the enclosed shipping label, send them now.

4. Prepare a letter to send to school teachers advertising Gramino, an educational game designed for teaching the principles of grammar. Gramino is to the beginner in grammar what the chart is to the reading class and the numeral frame to beginners in number work. Three games in one. Contains the right proportion of luck and skill to delight the beginner and fascinate the seasoned grammarian. Invented by a teacher of twenty years' experience. Will send on approval. Sign the enclosed postcard and mail today.

Arrange the above facts in the order that will make the letter most effective.

5. Prepare a letter advertising one of the following articles, or some other:

A bicycle, an automobile, a typewriter, a book or set of books, a kitchen cabinet, a course of study.

Before beginning to write the letter, make an outline of the points you wish to discuss and see that they are arranged in logical order—attention, interest, desire, etc.

FOLLOW-UP LETTERS

A series of letters is usually prepared for the purpose of arousing the interest of those who have failed to respond to the circular or sales letter. These are called follow-up letters. Considerable experience is required before one can be expected to write good follow-up matter. Each letter should be a natural sequence to the preceding ones, and yet should be complete in itself. If possible each should be more emphatic than the one preceding it. The series of letters given in the lesson on collection letters will serve as an illustration. In a series of follow-up letters designed to sell a specific product, the prospect should be approached from a different angle in each. The arguments relating to the article may be limited, but a number of ways of presenting them can always be found. One of the most familiar methods is limiting the time of the offer. Here is part of a follow-up letter used by a land agent:

> Do not send me any money after the 15th. If you do, it will surely be returned, unless you are willing to pay me the new rate of $30.00 per acre instead of $25.00.
>
> I have some regard for the men who made inquiries when our proposition was young--before it fairly got on its feet. That is why I am including you in this offer--because you were one of our original inquirers.
>
> Remember, no acceptance of the old rate after the above date. The land is even now worth more.

Sometimes a series of letters is planned instead of one complete sales letter, each one aiming to do only one of the things that are undertaken in a sales letter. The one purpose of the first letter is to elicit favorable attention. The second one creates interest, and so on through a series of five or six letters.

Address All Communications to the Company

J. A. Oswald, Pres. & Treas.
W. H. Young, V. P. & Sales Mgr.
H. P. Marshall, Secy.

Cable Address
Rotospeed-Dayton
A. B. C. Code—Fifth Edition

THE ROTOSPEED COMPANY

MANUFACTURERS OF

Rotospeed Duplicating Machines and Supplies

DAYTON, OHIO, U. S. A.

Aug. 30, 1922

Mr. W. L. Allen,
Kitzmiller, Md.

Dear Sir:

Perhaps you are undecided about buying a Rotospeed because you're not absolutely sure whether it will do all we claim for it.

Why not make us prove it?

We've convinced a lot of satisfied users by letting them try a Rotospeed before they bought it.

Frankly, if once we can get you to see what it will do for you and save you, you will accept our offer to ship you a Rotospeed for ten days' trial.

Remember: At our expense and enough supplies for twenty-four jobs of work, and if you can't see why it's worth every cent we ask for it, send it back and your money will be promptly refunded

Instead of sending money, you may, if you choose, deposit $43 50 to our credit at your bank having them notify us of it, with this understanding: If at the end of ten days, the Rotospeed is not satisfactory and does not do all we claim for

W. L. A. # 2.

it, the bank will return the money to you when you show them an express receipt for the return of the Rotospeed.

A trial order blank is enclosed.

Yours truly,

THE ROTOSPEED COMPANY

W. H. Young,

Sales Manager.

WHY-G
Enc. "Rotospeed Print"

To the Teacher—Follow-up letters to follow some of the sales letters written by the pupils may be assigned here.

Exercise 160

GENERAL REVIEW

The following exercise illustrates the series of letters ordinarily involved in the effecting of a sale by correspondence.

1. The Wearwell Shoe Co., 822 Gilmor St., Baltimore, Md., manufactures moderate priced shoes and sells direct to retailers. They wish to secure exclusive sales agents in towns of less than 5,000 population. They wish to send a special announcement to a thousand general merchants in West Virginia and Maryland. Prepare a letter outlining their plan; tell the merchant that you will cooperate with him in an advertising campaign and protect him as your representative. Speak of some of the good qualities of your line of shoes. Tell him you will be glad to send him your illustrated catalog upon request.

2. Edward Oates, a merchant at Gorman, Md., has received one of the special announcements. He is interested and asks for a copy of the catalog. Write his letter.

3. Write the letter for the shoe company to Mr. Oates to accompany the catalog. Express your confidence that he will want to take up your line when he realizes the quality and styles you have to offer. Call his special attention to certain models on certain pages. Try to make him anxious to get started handling your shoes.

4. Now take Mr. Oates's place and write saying that you have decided to handle the Wearwell Shoes if the company's terms and prices are favorable. Ask them to quote prices and state upon what terms they are willing to sell to you.

5. Acting as secretary for the shoe company write to Mr. Oates, enclosing a price list. Tell him that you will sell to him on 90 days' time, allowing 10% discount on bills paid in 60 days, 15% in thirty days. Explain to him that as a matter of business policy you must ask him to send along with his first order a financial statement and give you at least two references, dealers in Baltimore if possible.

6. Write for Mr. Oates enclosing an order for $600 worth of shoes and also the statement requested. Give the names of two wholesale houses in Baltimore (fictitious) as reference.

7. Acknowledge receipt of the order for the shoe company saying that the order will be filled and the shoes shipped as promptly as possible.

8. The order has been filled and the goods have been shipped. Write the letter for the shoe company notifying Mr. Oates of the shipment and enclosing bill of lading.

9. On unpacking the shoes Mr. Oates found one case badly damaged as a result of poor packing. Write to the company for Mr. Oates stating that he can not use the shoes and asking what adjustment they wish to make.

10. Write the company's reply expressing regret and assuring Mr. Oates that they do not want him under any circumstances to place defective shoes on his shelves; that it is to their mutual interest to see that only first-class goods go into the hands of his patrons. Instruct him to return the shoes at the company's expense and tell him that his account will be credited.

11. Write a short letter for the company enclosing the bill for the shoes, mentioning the deduction for damaged shoes returned, $40, leaving the net amount $560.

12. Mr. Oates pays the bill at the end of sixty days' time. According to the terms of the company he is entitled to a discount of 10%. Write his letter enclosing a check.

13. Acting for the company, acknowledge receipt of payment. Ask Mr. Oates if his stock will need replenishing soon.

Exercise 161

ANSWERING THE MAIL

Assume that it is your duty to answer the mail for Douglas & Co. Brief instructions are given with each letter to indicate the nature of the answer. But you will be responsible for the composition.

KEYSTONE REAL ESTATE CO.
514 Wood Street
PITTSBURGH, PA.

October 5, 1922

Messrs. Douglas & Co.,
314 Smithfield St.,
Pittsburgh, Pa.

Gentlemen:

Mr. Frank Austen has applied to us for a position as bookkeeper, and has given your name as reference

We shall appreciate a few words from you expressing frankly your opinion as to his ability, loyalty, etc.

Yours very truly,

John Anderson,

Manager

Mr. Austen was in our employ for several years, and we can speak of him in the highest terms.

4816 Penn Avenue,
Pittsburgh, Pa.,
Oct. 15, 1922

Messrs. Douglas & Co.,
314 Smithfield St.,
Pittsburgh, Pa.

Gentlemen:

I enclose check for $43 in payment of my account as shown by your statement of October first.

Yours very truly,

Raymond Boyd.

Acknowledge this.

Greensburg, Pa.,
October 20, 1922

Messrs. Douglas & Co.,
314 Smithfield St.,
Pittsburgh, Pa.

Gentlemen:

Do you have a mail order department? I get the impression from your quotations in the papers from time to time that it will be to my advantage to buy groceries from you if you fill mail orders. Do you publish a price list?

Yours very truly,

James Elig.

Tell Mr. Elig that we do not conduct a mail order business and consequently do not publish a price list. However, we shall be glad to ship him goods on orders amounting to $10 or more. Invite him to come to the store and make arrangements for opening an account.

1242 Penn Avenue,
Wilkinsburg, Pa.,
Oct. 20, 1922

Messrs. Douglas & Co.,
314 Smithfield St.,
Pittsburgh, Pa.

Gentlemen:

On account of being out of employment for two weeks, due to an accident, I find it impossible to meet my obligations falling due November first. I hope you can see your way clear to grant me an extension of thirty days.

Yours very truly,

James Kenny.

Mr. Kenny is an old customer and we know him to be honest. Tell him that we shall be glad to accommodate him.

FORT PITT DECORATING CO.
1012 Liberty Avenue
PITTSBURGH, PA.

October 20, 1922

Messrs. Douglas & Co.,
314 Smithfield St.,
Pittsburgh, Pa.

Gentlemen:

The enclosed bill for $87.50 is a duplicate of the one we sent you October first for work done in September. No doubt you have overlooked this. We shall appreciate receiving your check within a day or two.

Yours very truly,

Milton Michael,

Manager.

The original bill was evidently mislaid. Express our regret for the oversight and enclose check.

Greensburg, Pa.,
October 28, 1922

Messrs. Douglas & Co.,
314 Smithfield St.,
Pittsburgh, Pa.

Gentlemen:

On checking my last order of goods from you, which arrived yesterday, I find a dozen bars Ivory soap missing. You may either mail the soap to me or deduct the cost from my bill.

You sent me a half dozen cans of Premier Tomatoes, which I did not order. What shall I do with them?

Yours very truly,

James Elig.

Tell Mr. Elig that we are mailing the soap today. Tell him if he can use the tomatoes we shall be glad to allow him 10% discount on them; otherwise, he may send them back at our expense. Write a letter that will help us retain his patronage and confidence.

9231 Orange Ave.,
Pittsburgh, Pa.,
November 1, 1922

D. & C.,
Pittsburgh Sun,
Pittsburgh, Pa.

Gentlemen:

This is in answer to your ad today for an experienced stenographer.

I am 22 years of age, a graduate of South Hills High School and of the Iron City Commercial School.

For the past four years I have been librarian and stenographer for the Union Film Service Co., 602 Keenan Building. The office is being moved to Buffalo, and I do not care to leave home.

I have permission to refer you to Mr. S. O. Negley, Manager of the Union Film Service Co., whose business telephone number is Smithfield 587.

I shall appreciate an interview.

Yours very truly,

Miss Edna Norrison.

Of the several answers to our blind ad this one impresses us the most favorably. We have called up Mr. Negley, who speaks very highly of Miss Norrison. Write her a note asking her to call Wednesday at 10 A. M. for an interview.

Greensburg, Pa.,
December 30, 1922

Messrs. Douglas & Co.,
314 Smithfield St.,
Pittsburgh, Pa.

Gentlemen:

Please send the following goods by P. R. R. freight and charge to my account.

N 640 one Morris Chair	$12.
R 512 one rug 9 by 12	30.
1 doz 2½ lb cans Tomatoes	2.
1 doz 2 lb cans Corn	2.
100 lb Granulated Sugar	7.
1 box Octagon Soap	7.
	$60.

Yours truly,

James Elig.

Mr. Elig owes us $50 and we have not received a remittance from him for some time. We wish to retain his patronage, but can not see our way clear to fill this order until we have received a substantial remittance. Write a diplomatic letter.

THE PHILIP CAREY COMPANY
Asphalt-Asbestos-Magnesia
CINCINNATI

Nov. 10, 1922

Messrs. Douglas & Co.,
314 Smithfield St.,
Pittsburgh, Pa.

Gentlemen:

In accordance with your request, we are sending you under separate cover miniature samples of our red and green Asfaltslate SLingles and a folder giving information relative to them.

You can secure these directly through our Wheeling, W. Va., branch, 1505 Main St., and we are requesting them to quote you prices and give such other information as you may desire.

We shall appreciate any favors you may show our Wheeling representative.

Yours very truly,

C. H. Walker,

Manager Prepared Roofing Dept.

We have not yet heard from the Wheeling branch. Write them, mentioning this letter and telling them we should be glad to have their quotations at once.

THE PHILIP CAREY COMPANY

Asphalt—Asbestos—Magnesia

WHEELING, W. VA., BRANCH

1505 Main Street

November 15, 1922

Messrs. Douglas & Co.,
314 Smithfield St..
Pittsburgh, Pa.

Gentlemen:

Your letter and one from the Cincinnati office enclosing your first inquiry reached us today. We are pleased to quote you as follows:

Carey Asfaltslate Shingles, Red
or Green, 424 Shingles to the square,
each square weighing 240 lbs., each
shingle 8" by 12¾", $7.50 per square
f. o. b. Wheeling, W. Va.

We shall appreciate receiving your order for your requirements.

Yours very truly,

The Philip Carey Co.

Order twenty squares green shingles.

CHAPTER XIII

INTER-OFFICE COMMUNICATIONS

In many large offices a considerable part of the correspondence consists of communications between the various subdivisions of the business; as, between offices, between the various offices and the factory, between the departments of the factory, between the main office and branch offices.

It is the purpose of this chapter to acquaint the student with the nature of this inter-office correspondence and to show him how it differs from the types of letter writing which he has studied in the preceding chapters. This, of course, must be done in a very general way, as every company has its own system as to details. However, the forms selected for presentation are representative, and it is believed that a careful study of the chapter will enable the student to adapt himself quickly to the routine of any large business with which he may find himself employed.

OMISSION OF FORMALITY

The first characteristic of inter-office memoranda to be observed by the new employee will no doubt be the omission of much, sometimes nearly all, of the customary formality in connection with the address, salutation, and complimentary close.

While some companies use for inter-office correspondence printed letter head forms similar to the one reproduced here, others use plain paper. At any rate the paper used for this purpose is different from that used for letters going to outside concerns, usually of a cheaper quality.

MEMORANDUM

ACCOUNTING DEPARTMENT
M. W. Glover, General Auditor

GENERAL POWER CO.

Pittsburgh, Pa.

TO W. D. Glass, Office Manager. August 17, 1922

SUBJECT OFFICE FURNITURE In Reply Refer To File No. G81

Replying to Your. .. ..

Please furnish this Department with three Shaw-Walker Olive Green Filing Sections, 12 inches wide, to be equipped with =8 locks.

P. M. Chase,
Asst. To Gen. Auditor.

CD:H

Form 1

The following form of memo blank is designed to save time in indicating the writer of the communication, the addressee, the date, etc. These indications are made by simply making check marks in the proper squares.

OFFICE MEMO No. 7355

RUSH ☐

USE FOR ALL A. M. BYERS CO. DEPT. MEMOS AND INSTRUCTIONS

From		Date 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31			To	
Auditor		Publicity Mgr.	Account	Month	Auditor	Publicity Mgr.
Chief Clerk ( )		Purchasing Agt.			Chief Clerk ( )	Purchasing Agt.
Comptroller		Sales Manager			Comptroller	Sales Manager
Credit Man		Vice-Pres, 2nd	Name		Credit Man	Vice-Pres., 2nd
Gen. Mgr., Pgh		Service Manager			Gen. Mgr., Pgh.	Service Manager
Gen Mgr., Gir'd		Stenog. Dept.	Address		Gen. Mgr., Gir'd	Stenog. Dept.
Office Manager		Tabulating Dept.			Office Manager	Tabulating Dept.
Planner, Chief		Traffic Manager			Planner, Chief	Traffic Manager
Plant Account't		Treasurer	Subject	No.	Plant Account't	Treasurer
Plant Supt.		Voucher Dept.			Plant Supt.	Voucher Dept.

Time Started	8¼ ½ ¾	9¼ ½ ¾	10¼ ½ ¾	11¼ ½ ¾	1¼ ½ ¾	2¼ ½ ¾	3¼ ½ ¾	4¼ ½ ¾	5 ¼ ½	Attach to Correspondence	
Time Finished	8¼ ½ ¾	9¼ ½ ¾	10¼ ½ ¾	11¼ ½ ¾	1¼ ½ ¾	2¼ ½ ¾	3¼ ½ ¾	4¼ ½ ¾	5 ¼ ½	Return to	File Clerk

Route as indicated

Keep writing as close to top as possible

The message is written in this space.

Use full length line

FORM 2

Signed

THE USE OF COLORED PAPER

In most large offices different classes of correspondence are made distinctive by the color of the paper used. For example: All general orders may be on white paper; communications from the purchasing department, on pink paper; sales department correspondence on yellow, etc.

DELIVERY

All deliveries from office to office are made by the company's own employees. In the case of a very large concern messengers are employed whose entire time is devoted to this work.

Each department head or chief clerk places in a tray on his desk, letters and other documents to be brought to the attention of other departments, and they are collected at regular intervals.

ROUTING SLIPS

Memoranda like the one reproduced on page 247 are usually not enclosed in envelopes, the messenger being guided by the address on the message.

Where documents such as invoices, contracts, estimates, specifications, drawings, etc., are to be sent from one office to another, the destination is indicated by an attached routing slip. If the matter is to be brought to the attention of more than one official all the names are written on the slip, and each one takes it up in his turn, indicates on the slip that he has given the matter his attention, and passes it on. The last man on the slip will return the material to the starting point. Depending upon the nature of the matter under consideration, one or more of the men may or may not attach a comment.

PLEASE HAND TO

Mr. . . . . .

Dept. . . . . Floor. . . . . .

FORM 3

Form 700-4-22-10M 40073

ROUTING SLIP

(DO NOT DETACH)

From. . . . . .

Attached to . . . . . .

. . . . . .

Remarks . . . . . .

. . . . . .

. . . . . .

Scratch out your name and pass along.

Mr. . . . . Date. . . . . .

Mr. . . . . Date. . . . . .

Mr. . . . . Date. . . . . .

Mr. . . . . Date. . . . . .

Mr. . . . . Date. . . . . .

FORM 4

Here is an envelope used by one firm for routing communications. It is sent unsealed; and as indicated in the instruction at the bottom, it is used over and over until all the spaces have been filled.

NAME	DEPARTMENT	NAME	DEPARTMENT
Mr. E. M. Byers.			
Mr. Jensen.			

INSTRUCTIONS:
Cross out name and use the next line.

FORM 5

TIME-SAVING EXPEDIENTS

Obviously in a large volume of correspondence there is much repetition of phraseology. Advantage of this repetition is taken by designing printed forms to be used instead of written letters. The Correspondence Supervisor of The Goodyear Tire and Rubber Company says in regard to the following form, "Enough of these are used by our organization in a year to save several thousand dollars in the cost of letters that would otherwise be necessary." The note at the bottom of the form makes unnecessary any further explanation as to its use.

MAILING MEMO

To.....Date.....

City.....From.....

Dept.....Folio.....

Re: Req. No.....

F. O. No.....

PLEASE NOTE THE ATTACHED AND—

...Take necessary action

..Handle direct with customer.

...Refer customer to nearest Service Station.

..Have Salesman call.

...Quote price requested.

...Let us know action taken.

..Tell us result of your action.

...Return with your comments.

...Note above reference.

...No answer as yet received.

...Has been acknowledged.

...Not acknowledged.

...Fill complete order.

...Fill balance of order..

.....

.....

.....

.....

Signed..... Dept.....

Address with a pencil or pen instead of writing a letter. Check more than one item if necessary to convey desired message.

FORM 6

The following form is used by the Endicott Johnson Corporation to notify a salesman that an order placed in his territory will not be shipped. "Killed" and "Declined" refer to orders which have been refused by the house, and "Canceled" indicates that the order has been refused by the customer. The reason for the refusal is shown by a check mark.

Credit File No. Date sold Date canceled

Name Address

Your order # killed
Mail order # for dozen has been declined
Back order # canceled
Part order #

for one of the reasons checked below:

Poor credit

Statement refused

Credit limit exceeded

No insurance

Overloaded

Canceled by customer

Remarks

FORM 7

This one is used by the same company to notify the Service and Order Departments that the Credit Department has decided that an account should be solicited no longer. If this decision has been made for credit reasons, "Do not sell" is checked. In case the individual business has been reported discontinued, "Out" is checked.

MARK RECORDS

Date.....

Firm.....

Town.....

.....

Do Not Sell.....

.....

.....

Out.....

Each Dep't Check & Pass

Credit.....Service.....Order.....

FORM 8

To notify the Service Department to discontinue sending advertising matter the following form is used. The reason for the instruction is checked. The initial of the person giving the instruction is placed at the bottom of the slip.

File #

SERVICE DEPARTMENT

Miss Boland

Remove from Mailing List

Name

Address

Going out of business.....

Out of business.....

Deceased.....

Moved.....

Dissolution .....

Succeeded by.....

Change will be sent through later.

CREDIT DEP'T,

Per.....

Form 9

REQUISITION

One of the most frequently used forms is the requisition, or stock order. Special forms and rulings are used to suit local requirements. The following is a simple form used by a publishing company.

STOCK ORDER

Date..... For Order No.....

Send at once to Assembling Room the following Stock:

Quantity	DESCRIPTION	Stock No.

Date Ordered ..... Time.....

Date Delivered ..... Time.....

Date Received in Assembling Room.....Time.....

RETURN THIS ORDER TO OFFICE AFTER STOCK IS RECEIVED

FORM 10

This letter form, used by the Burroughs Adding Machine Company, is an appropriate one for use in acknowledging receipt of letters making claims, complaints, or inquiries.

BURROUGHS ADDING MACHINE COMPANY
DETROIT, MICHIGAN

SUBJECT _____

DATE OF LETTER _____

_____ 1923

_____ OFFICE:

We acknowledge receipt of your letter of the above date and subject. Please note the item checked below.

☐ 1. It has been referred to the---------- department for attention.

☐ 2. We are unable to reply at once, but will do so at the earliest possible date.

----------Department

By----------

FORM 11

The foregoing illustrations are sufficient to give the student a hint of what to expect in the way of routine in a large office. Keeping them in mind he will be able to proceed with more confidence and to ask questions more intelligently. It is important that the attitude of the beginner should be such as to show a desire to learn and an aptitude for following directions. Elbert Hubbard, in his Message to Garcia, said that the greatest asset in the world for young business men and women is initiative, which is the ability to do the right thing at the right time in the right way, without being told; and the next greatest is to be able to do a thing after being told *once*.

Beginners should not be afraid to ask questions—intelligent questions, of course. No reasonable employer (and the great majority of employers are reasonable) objects to answering such questions; and no such employer will fail to appreciate the interest evidenced by the desire on the part of the employee to do things right. Nor will he fail to show his appreciation in a substantial way, eventually. He can not afford to fail in this respect.

The young man or young woman with the proper training who makes a sincere effort to render efficient service should not become disheartened or discouraged when he or she makes the first blunder. Perfection is not expected. Someone has said with wisdom that the man who makes no mistakes does nothing, while the one who makes too many loses his job. The beginner's duty is to profit by his errors and to keep them in number to the smallest possible minimum. Perhaps there is no better guide for the beginner in business than the homely but far-reaching philosophy of Josh Billings: "Success don't consist in never makin' mistakes, but in never makin' the same one twict."

Exercise 162

In accordance with instructions from the teacher, (1) select, reproduce and hand in suitable forms with the following data indicated; or (2) be prepared to indicate in class appropriate forms and checkings.

1. The general manager has received from an advertising agency a proposition for publishing 50,000 calendars bearing the advertising of the company. He wishes the opinion and advice of the advertising manager before closing the deal.

2. A letter has been received from a customer, a general merchant at Salem, W. Va., saying that he wishes to place an order, but wishes first to have more information about credit and to see samples.

3. One of our customers whose account is overdue has failed to answer any of our requests for payment, and has refused to honor our draft. We have but one course left—the collection by legal proceedings.

4. We have received an order (No. 16564), through one of our salesmen, from Charles Michael. This is our first order from Mr. Michael. We, therefore, asked him for a statement of his financial standing, which he refused to send. On inquiry at the Credit Association we find he has the reputation of being very slow in paying his obligations. We can not fill the order.

   Take the matter up with the salesman.

5. The Credit Department has learned that one of our prospective customers, Mr. Frank Cunningham, has gone out of business.

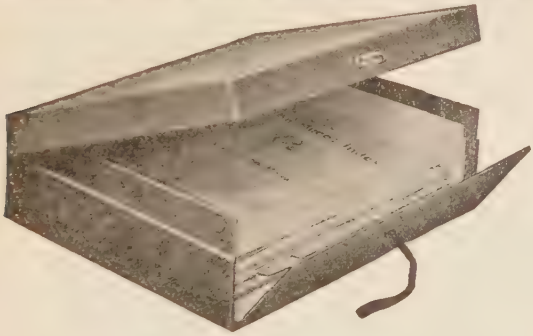
6. The Superintendent of the Assembling Department finds himself in need of the following materials: 8 reams 17 x 28—24 lb. Duane Bond; 5 lbs. Black Superior ink; 6 lbs. Red Halftone ink. Make requisition.

CHAPTER XIV

FILING

There is perhaps no phase of the activities of a modern business office that is more indispensable than filing. It is obvious, therefore, that every person who goes into office work, in whatever capacity, should have at least a general knowledge of the filing systems now in use.

The graduate student's first position is frequently, in fact usually, a combination of some semi-responsible position and some other work of a less responsible, but withal a very necessary character. Filing



Box File

letters and other business papers often constitutes a major portion of his work.

The student is emphatically warned, however, against the danger of underestimating either the importance of accurate filing or the complexity of the problems it may involve. In an office where a large volume of business is transacted the filing clerk's responsibility is by no means light. He must be a person mentally alert, of analytical ability, keenly appreciative of accuracy of details; and above all else, he must have an ample endowment of adaptability and common sense.

It is our purpose to discuss briefly the more important methods of filing now in vogue. The student who wishes a more comprehensive knowledge of the subject is urged to read the books referred to at the end of this chapter.

FILING RECEPTACLES

Three distinct types of files are in use; namely, the Box file, the Shannon file, and the Vertical file drawer or cabinet.

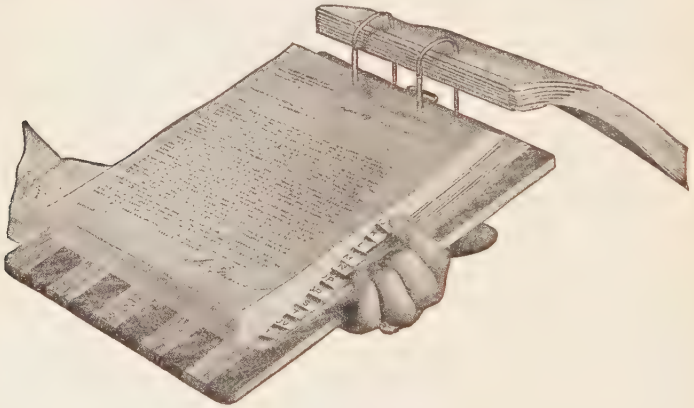
THE BOX FILE

The Box file is a little larger than letter size so that papers may slide in easily. It contains a set of index sheets, on the right edge of each of which is a tab bearing a letter of the alphabet. To file a letter from C. K. Browning, we simply place it back of the B tab or guide.

Where there is a considerable volume of correspondence it is better to have each letter subdivided into several parts. Sets of guides may be secured dividing the alphabet into 40, 80, 120, 160, or more parts. In a file containing one of these larger sets our letter from Mr. Browning would be filed back of the Br guide. This method of filing is often called the Loose Sheet System.

THE LOOSE SHEET CABINET

The Loose Sheet Cabinet contains a number of small drawers made like the Box File with the exception that instead of a hinged cover a compressor spring is used to keep the papers in place.



SHANNON FILE

This method of filing was one of the first in use. The principal use made of it today is for filing receipts, memoranda, manifests, etc., to which only occasional reference is necessary. However, it is still used to some extent for filing letters in offices where the correspondence is not large.

THE SHANNON FILE

The simplest Shannon File consists of a board, on one end of which is mounted a double arch. Each arm of the arch breaks near the top and swings outward. Papers to be filed are perforated and slipped over the upright posts. Then the arch is closed, making the papers secure.

The Board File is generally provided with an index consisting of a set of sheets perforated with two holes to fit over the upright posts and with tabs projecting at the right edge.

THE SHANNON CABINET

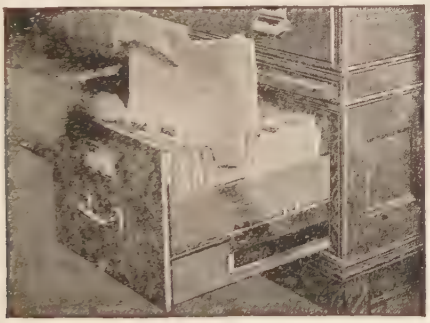
The Shannon Cabinet has one or more Shannon drawers. A Shannon drawer is the same as the board file with the addition of a drawer front and compressor cover to keep the papers compact.

To file a letter from Samuel Hamilton, we

1. Locate the H. tab quickly
2. Throw all papers, including the H guide, back over the arches
3. Swing the arm of the right arch outward
4. Fit the perforations in the letter to be filed over the upright posts
5. Release the arms.

The same principle applies to finding and removing correspondence from the file.

It should be remembered that all correspondence beneath each guide is arranged in order. For example, if a simple alphabetical index is used, letters from Mr. Hill must be placed above those from Mr. Holmes. The most recent letter of each series will appear on top.



VERTICAL FILE

VERTICAL FILING

Vertical filing means filing papers on edge in a large drawer having a capacity of from 3,000 to 5,000 letters. The unit of the vertical system is the folder. A folder is a sheet of heavy manila paper folded once. It is larger than letter size, and will hold as many as fifty letters. If the letters in a folder are all from one firm, they are filed in order of dates so that the last letter received is always in front. In case letters from several firms are filed in one folder, they are first arranged alphabetically, then each firm's letters are kept in order of date. The contents of a folder are referred to just as one would turn the leaves of a book except that the papers are not fastened.

THE GUIDES

The guide is a sheet of stiff material, manila or press board, of proper size to stand in the vertical drawer. On its upper edge is a projecting tab on which is printed the indexing data—a letter of the alphabet, a number, or a name. The guides are fastened in the drawer by means of a rod which passes through an opening in a projection at the lower edge. Back of each guide there are one or more folders.

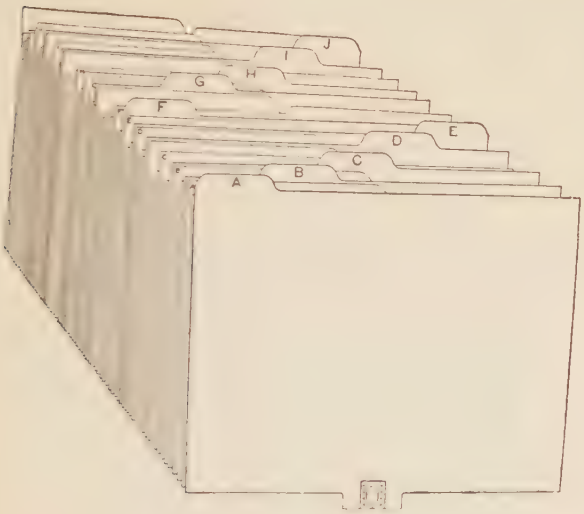
The width of the tab which projects above the top edge of a guide is indicated by the word "cut." A guide having one tab the full width of the top is known as "one cut." Those having tabs extending half way across are designated "one-half cut." In this case half the guides of a set have the tab on the left side and half on the right. Guides are also commonly made with one-third, one-fourth, and one-fifth cut tabs.

METHODS OF INDEXING

We have been discussing the mechanical phase of filing. Here we take up a far more important subject—indexing; that is, the arrangement of the guides and folders. It is the index which enables

us to find a paper after it has been filed, and let it be remembered that the chief object of filing is quick finding.

The most important methods of indexing are: By name, by locality (geographically), and by subject.



FILING BY NAME

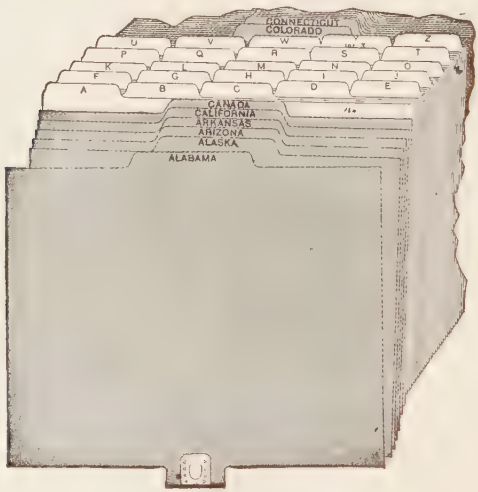
This method, because of its simplicity, is best adapted to the requirements of the average business. The simplest system consists of a guide for each letter of the alphabet except X. The tabs are arranged diagonally across the drawer so that any letter may be readily found. Behind each guide is a corresponding alphabetical folder in which are filed all papers under that letter.

When the correspondence with any firm or individual is sufficiently large to make it advantageous to do so, a special folder is assigned and is placed in front of the guide. In this case the correspondent's name is placed on the right-hand tab of the folder.

Let us suppose that we have a number of letters to file. First, arrange them in alphabetical order, the A's on top of the pile. Now, we are ready to begin filing. If the correspondence is large, many firms will have separate folders, so the first thing to do is to

glance at the names of the folders in *front* of the guide bearing the first letter of the surname of the writer of the letter to be filed. If no assignment has been made, we place the letter in the miscellaneous folder *behind* the guide.

As has been previously explained, where the correspondence is very large in volume a more finely divided index is used. Under the 80 subdivision plan, the letter "C" is divided into six parts—Ca, Ce-Ci-Cl, Coa-Con, Coo-Coz, Cr, Cu-Cz. In using an index of this kind it is necessary to consider the first two letters of a name. In what divisions would we file letters from Charles Cane, H. C. Conlin, J. C. Cunningham, James Coon, Isaac Cohen, Howard Cross?



FILING BY LOCALITY

This system is used where the town, county or state in which the customer or correspondent lives is more important than his name. It might be used to advantage by a mail order house or by a firm which distributes its products through agents located in the several states and cities.

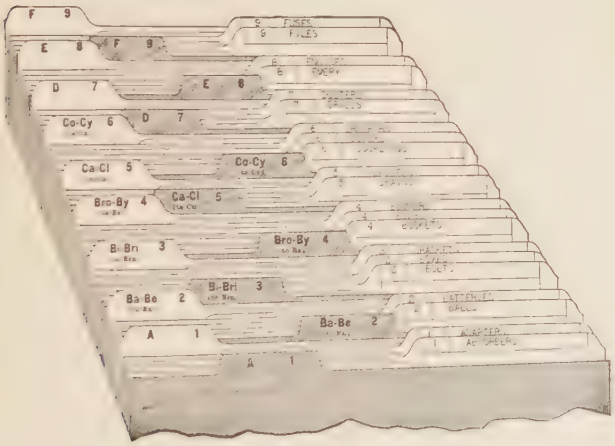
The simplest form of geographical filing consists of a set of State guides with tabs in the center, arranged alphabetically. Back of each guide is a folder for correspondence of firms located in that state. The letters in each folder are classified alphabetically by towns. Then again the letters from different firms in the same town are arranged alphabetically by names.

When the correspondence becomes large enough to warrant it, a set of alphabetical guides for indexing by *towns* is placed behind each state guide. Then behind each alphabetical town guide is placed a corresponding alphabetical folder. Thus a letter from William Pence, Charleston, W. Va., would be placed in the "P" folder back of the "C" guide in the West Virginia division.

In case of a still larger volume of correspondence we might assign a separate folder to Charleston and file it back of the C guide in the West Virginia division.

If in turn the correspondence from Mr. Pence becomes large enough to warrant it, we might further assign a separate folder to him and place it in the same division of the file.

It will be seen from the above that the geographical system is peculiarly adaptable to a growing business.



FILING BY SUBJECT

Subject indexing has a limited field. It is used for permanent filing of data and general correspondence in special cases. It is usually assisted by the cross indexing facilities of numerical indexing, to be discussed later. Subject filing is used quite widely in purchasing departments for keeping together quotations on kindred articles.

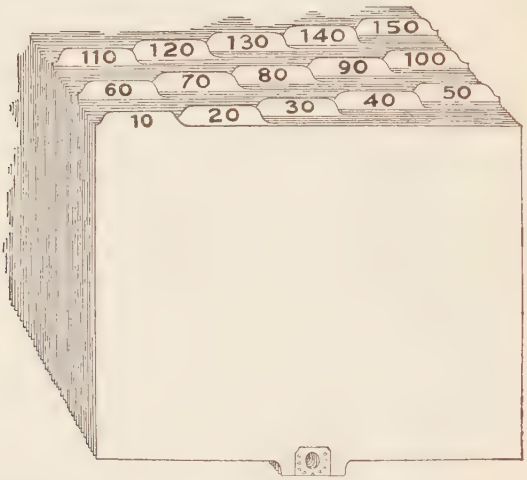
The simplest method of indexing is to use a set of alphabetical guides. The matter to be filed is placed in a folder, the tab is marked to indicate its contents, and it is then placed behind the correct alphabetical guide.

NUMERICAL INDEXING

The three types of indexing that we have discussed are modifications of the alphabetical method. There remain two special forms: Numerical Indexing and Direct Name Indexing.

The Numerical System is the oldest form of vertical filing. It is peculiarly adapted to certain lines of business; as, in offices of railroads, and in law offices, and where a cross-reference is desired.

The system is quite simple. As the name suggests, all letters are filed by number. The guides are numbered 10, 20, 30, etc. Behind each guide are ten folders arranged in numerical order. For example the folders back of the 10 guide are numbered 10 to 19 inclusive.



Each correspondent is assigned a number and his name is written on the folder bearing that number. In connection with the filing drawer it is necessary to keep an alphabetical card index of all correspondents. A 5 x 3 card is made out for each correspondent containing both his name and file number. The cards are filed in a card drawer alphabetically.

It is necessary to keep a register of numbers assigned to correspondents so that we may know what number to assign to new ones.

When we wish to find a letter in the file we must first refer to the card index in order to get the file number. It requires but little reflection to lead to the conclusion that this system is wasteful, cumbersome, and indirect. It has been almost entirely superseded by more modern methods that are more economical of both time and material and which permit direct reference to the contents of the file.

DIRECT NAME INDEXING

The best of plans is not devoid of disadvantages, and in even the poorest some good may be found. It is by combination and compromise that improvement is made. The simplicity of the alphabetical system commends it; but in case of a large correspondence which necessitates an elaborate set of guides there is danger of misfiling letters. A study of the numerical system convinces one of its accuracy; but at the same time its inconvenience because of its dependence upon a separate file becomes apparent.

The sponsors of the Direct Name System claim for it that it combines the good features of the numerical and the alphabetical.

In this system the guides are both numbered and lettered consecutively. In a set of forty guides the numbers run from 1 to 40—A-1, Ba-Be—2, etc. In a set of 80, the numbers would run from 1 to 80. The tabs on the guides occupy the second and third positions; that is, just to the left and to the right of the center—the odd numbers to the left, the even to the right. This arrangement makes it possible to locate any guide quickly.

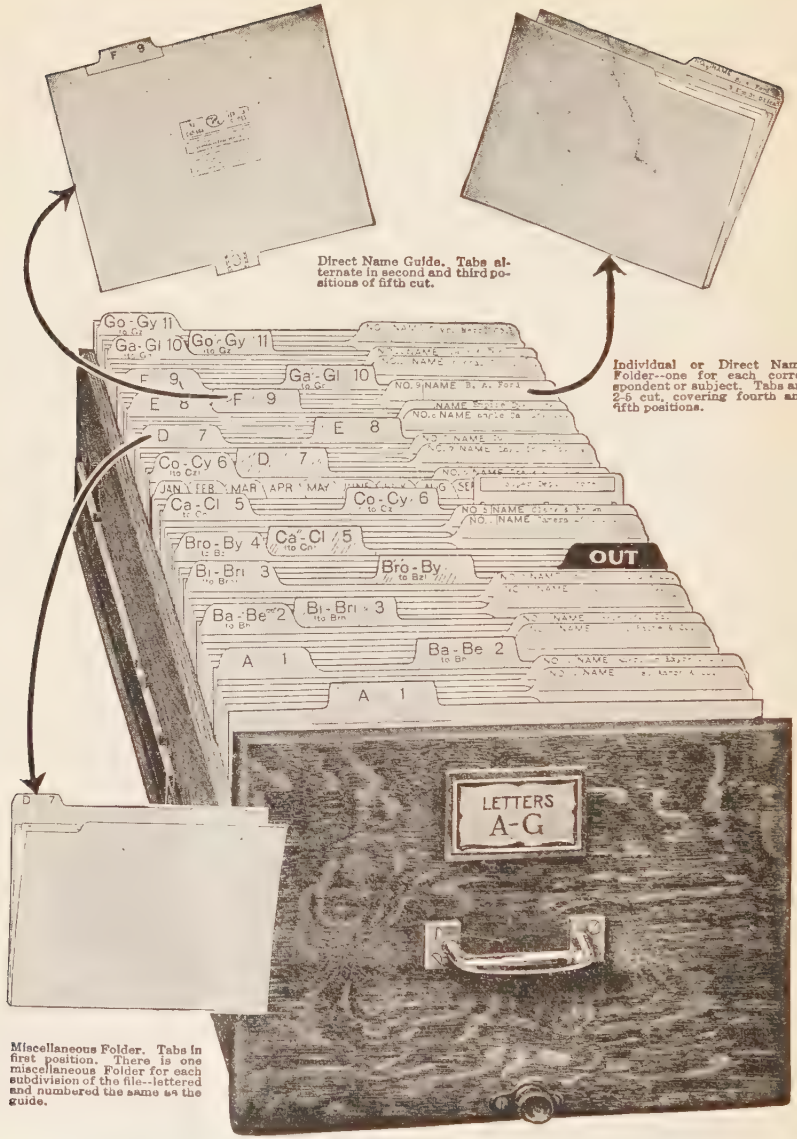
There are two kinds of folders used: Alphabetical folders for miscellaneous correspondence and Direct Name folders for special correspondents.

The Miscellaneous folders have tabs at the extreme left end—first position. They are lettered and numbered to correspond with the guides behind which they are placed. For example, Miscellaneous folder Ba-Be 2 is placed behind Guide Ba-Be 2. The Miscellaneous folder tabs are printed in red.

Let us suppose we have received our first letter from George Bane. The process of filing is the same as in the ordinary alphabetical file, except that we may, if we wish to do so, refer directly to the folder instead of the guides. We remove from the drawer the proper folder and insert the letter. It is when we return the folder to the file that the numerical feature serves as an additional check against inaccuracy. If the folder is dropped into the wrong place the break in number sequence will be readily detected and the folder quickly located the next time there is occasion to remove it from the file.

Direct Name folders which are assigned to special correspondents have wide tabs at the extreme right end—fourth position. Let us notice that these tabs are on the side of the file opposite to the location of the Miscellaneous tabs. On the tab we write both the special correspondent's name and the proper number. For example, we make a special folder for Stephen Carney. The tab on the guide behind which this folder must be filed is labeled Ca-Cl 5. Therefore we write just to the left of Mr. Carney's name, 5. When we place it in the file, we put it in front of the miscellaneous folder. There is a possibility of returning a special folder to the right division, but out of proper alphabetical sequence. However, as there would never be a large number of special folders in any one alphabetical division, such an error would cause no confusion or inconvenience.

References: Modern Filing and How to File, Yawman and Erbe Manufacturing Co., Rochester, N. Y. Applied Indexing, Amberg, Amberg File and Index Co., Chicago. Indexing and Filing, E. R. Hudders, Ronald Press, 20 Vesey Street, New York.


Direct Name Guide. Tabs alternate in second and third positions of fifth cut.
Individual or Direct Name Folder--one for each correspondent or subject. Tabs are 2-5 cut, covering fourth and fifth positions.
Go - Gy 11
Ga - Gl 10
Ga - Gl 10
F 9
F 9
E 8
E 8
D 7
D 7
Co - Cy 6
Co - Cy 6
Ca - Cl 5
Ca - Cl 5
Bro - By 4
Bro - By
OUT
Bi - Bri 3
Bi - Bri 3
Ba - Be 2
Ba - Be 2
A 1
A 1
LETTERS A-G
Miscellaneous Folder. Tabs in first position. There is one miscellaneous Folder for each subdivision of the file--lettered and numbered the same as the guide.

CHAPTER XV

MECHANICAL AIDS TO BUSINESS CORRESPONDENCE

The ever increasing volume of modern business long ago made handwork too slow to keep up with the pace. Inventive genius has responded generously to the call for faster means of performing the mechanical operations involved in office work. An exhibit of modern office appliances readily convinces one that the progress made in this line is unsurpassed by that made in any other field of human endeavor.

It is the purpose of this chapter to illustrate and describe briefly a few of the most important machines used as aids in the dispatch of correspondence and other office work.

The student should add to his knowledge by reading the advertising and descriptive literature published by the various manufacturers of office appliances and by reading magazines devoted to business; as System, and Office Appliances. Advantage should be taken of every opportunity to visit factories, sample rooms, and office appliance exhibits.

The most indispensable machine of all, of course, is the typewriter. It has long since been considered a necessity in almost every office. Its use is so universal that it is unnecessary to illustrate it here.

DUPLICATING MACHINES

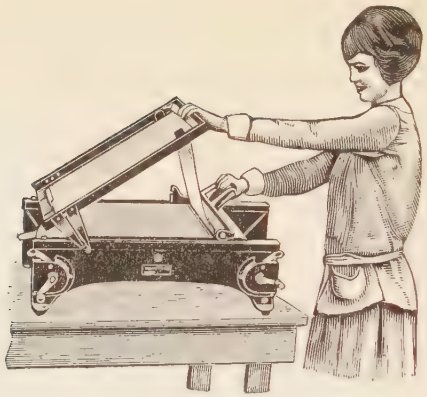
There are several methods of making duplicate copies. The method to be chosen depends, of course, upon how the copies are to be used and the number required. If only a few copies are desired for filing purposes, or for distribution within the office, they are made by using carbon paper in the typewriter.

THE SPEEDOGRAPH

This handy duplicating machine, the Speedograph (page 270), supplies the speediest way of making 50 to 100 copies of handwriting or typewriting.

Its operation is simple, so that any school boy or girl can run copies. The Speedograph makes copies direct from an original written on bond paper, and several colors can be reproduced simultaneously.

One of the principal features of the Speedograph is the automatic paper feeder. This feeds the sheets, one at a time, to the copying surface, thereby assuring perfect registration. It is equipped with an impression roller, which has just enough weight to smooth down the sheets of paper so that they come in full contact with the copying surface. The roller runs very easily, because it is well mounted on a good, firm carriage rod.



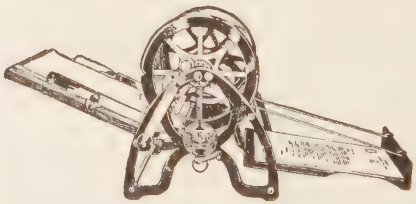
SPEEDOGRAPH

To make copies the Duplicator way, write one original with duplicating carbon paper, duplicating typewriter ribbon, or pen and duplicating ink. A good indelible pencil may also be used where only a small number of copies are needed. Then place this original on the film which has been previously washed in readiness for it and leave about a minute. The required number of blank sheets of paper are placed in the paper-feeding frame and copies are run almost automatically, each one in perfect alignment.

The Speedograph is manufactured by **The Beck Duplicator** Company, 476 Broadway, New York.

THE ROTOSPEED

The Rotospeed is a rotary stencil duplicating machine designed primarly to meet the needs of anyone wanting from 20 to 2,000 exact duplicates. It will accurately reproduce anything that can be



ROTOSPEED

typewritten, handwritten, drawn or ruled, and it prints on any size surface from a 3 x 5-inch card to an 8½ x 16-inch sheet.

The Rotospeed is extremely simple, both in construction and operation. Anyone can operate it successfully; no skill or experience is necessary.

It is speedy, and especially adaptable for "hurry up jobs." In fact, it is possible to run off several thousand copies before the type can be set on an ordinary printing press.

Another important feature is its economy of operation. A thousand perfect copies can be printed at a cost of 20 cents.

Its method of operation will especially appeal to the busy man, as it requires very little time and attention.

The copies are printed from a Rotospeed Stencil which is applied to the typewriter like an ordinary sheet of paper. The typewriter ribbon is removed and the stencil is cut by the bare keys striking the stencil. It is then attached to the machine and is ready for use.

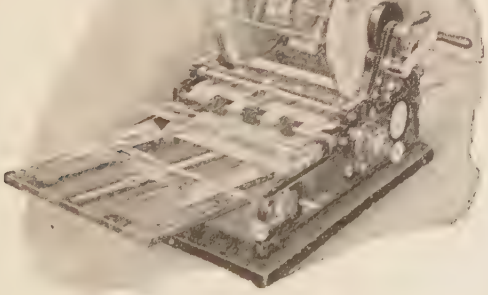
The copy is guaranteed to match the typewriter ribbon exactly, so that names and addresses for form letters can be filled in in a manner that will please the most critical.

The Rotospeed is manufactured by the Rotospeed Company, Dayton, Ohio.

THE ROTARY MIMEOGRAPH

Rotary Mimeographs are marketed in four models, according to the volume of work and the diversified requirements.

1. No. 78, *automatic feed* with or without electric operating equipment. This model is the latest, most improved, rapid, economical and best duplicating machine in the world today.



ROTARY MIMEOGRAPH

2. The No. 77, exactly the same type of machine in all respects, but without the automatic feeding mechanism. The sheets on this machine must be hand-fed.

3. The No. 76—the model of 1906 accommodating paper up to legal size.

4. No. 75, the 1904 model accommodating paper up to letter size. The two latter types are old models and, while not enjoying up-to-date improvements and advantages, are very excellent duplicators for small users.

All Mimeographs use the new Dermatype stencil paper, and the excellence of quality of work is the same on the older as on the latest types.

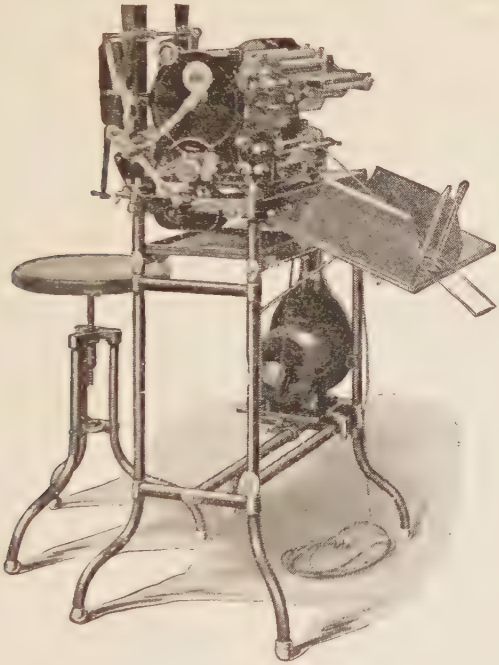
THE MIMEOSCOPE

The Mimeoscope is the latest addition to the Mimeograph family, and is designed to enable the user of a Mimeograph to reduplicate various kinds of drawings, sketches, pictures, illustrations, ruled lines and form work easily, quickly and cheaply. The Mimeoscope

MIMEOSCOPE

greatly increases the usefulness of the Mimeograph and makes its utility doubly valued.

The Rotary Mimeograph and the Mimeoscope are manufactured by the A. B. Dick Company, 730 West Jackson Boulevard, Chicago.



MULTIGRAPH

THE MULTIGRAPH

The Multigraph is a machine for the production of facsimile typewritten letters and printed office forms. The letters are actually typewritten from typewriter type through a ribbon, the value being that the Multigraph produces an entire page at each revolution instead of character by character. The printing is done from printers' type, electrotypes or stereotypes, with printers' ink.

Briefly described, the standard Multigraph consists of a frame supporting a printing drum. To this is attached a removable segment, consisting of a metal cylinder with grooved rails. The type, of a special

design, is slipped between these rails and held in place by means of a metal band at one margin and steel clips at the other.

Over this segment and its type is placed a traveling inked ribbon. The paper is fed at one side of the Multigraph and passes between a rubber platen and the ribbon, the type impressing the letter or form upon the surface of the paper.

For printing, a special printing ink attachment is used, the standard model consisting of an ink fountain and several rollers which take the ink from the fountain and distribute it evenly over the surface of the type or the cuts, from which it is impressed on the paper.

This is a brief description of the Multigraph process. To aid in its production, there are several attachments and accessories, such as an automatic feed, a signature device, an automatic platen release, an automatic card and envelope feed, and a power drive.

The larger equipment, with the power drive, signature device, automatic platen release and paper feed, has a speed of 2,400, 3,600 or 4,800 impressions an hour, depending upon the type of work to be done.

In addition to the larger equipment, the Multigraph is also produced in a smaller model, hand operated, without the power drive or other accessories except a printing ink attachment which produces from 10 to 100 copies at an inking. This "Junior" equipment is especially popular with small retailers, professional men and similar users of small quantities of printed matter and letters.

Composition of typewriter type for either the large or small Multigraph is accomplished on a separate device known as the Multigraph Typesetter.

The manufacturers make the statement that the Multigraph "will save from 25% to 75% of your printers' charges on many of your printing jobs," and to substantiate this claim recently published figures on 106 forms totaling 961,250 impressions, on which the printers' prices were $6,629.22, the Multigraph cost $3,211.83, and the saving $3,417.39, or 51.2%.

The Multigraph is distributed by the American Multigraph Sales Company, East Fortieth Street and Kelley Avenue, Cleveland, Ohio, through 79 branch offices.

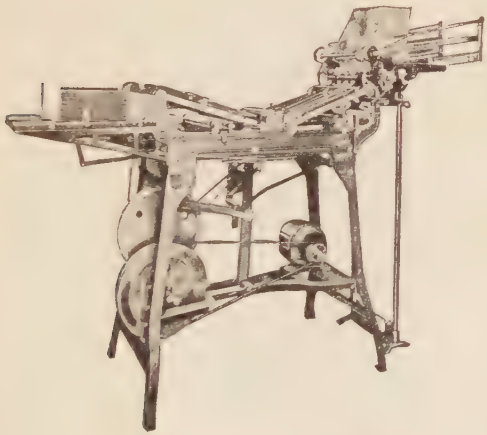
THE MULTICOLOR PRESS

The Multicolor (page 275) is a standard printing press. It prints a form 8 x 10 inches, and will take a sheet of paper 9 x 13 inches. It uses standard printers' type, ink and other materials. It produces 4,800 impressions (copies) per hour, and is automatically fed. The Multicolor is so called because it is possible to print any two colors at one time on the same sheet. It is very simple to learn and to operate. The technical elements that control the ink supply, the make-ready (even impression), the feeding and the jogging (gathering the printed sheets into an even pile) are simple and are readily learned by the inexperienced operator.

The Multicolor is sold to printers and offices. The purchaser of a Multicolor Press can produce his own printing on this machine at a substantial saving in cost, have a full supply at any and all times, and do this work in the privacy of his own establishment, with the labor of the average office employee. This press will print envelopes, post cards, office forms, letter heads, booklets, folders, blotters, invoice or statement heads, index cards, bookkeeping forms, shipping tags, in fact, anything that can be printed within its size.

It is run by a one-quarter horsepower motor from any electric light socket, and the same motor runs the press, automatic feed, and jogger.

The Multicolor Press is distributed by the Multicolor Sales Company, 225 North Michigan Avenue, Chicago, Ill.



MULTICOLOR PRESS

THE ADDRESSOGRAPH

Back in the early '90's, the secretary of a Sioux City, Iowa, grain firm, as one of his many duties, had to address a hundred or two quotation cards to farmers every day. The task, though necessary, so cut into his other work and grew so tedious that this secretary's inventive genius was aroused.

On a large metal drum which revolved on an axis, the secretary glued some rubber stamp addresses which passed under a self-inking stamper arm. Pressure on each card in turn by the stamper arm against an address on the drum produced an address on the card, the drum being so arranged as to automatically advance for an impression of the next address. That was the origin of the Addressograph that today is one of the most versatile of office appliances.

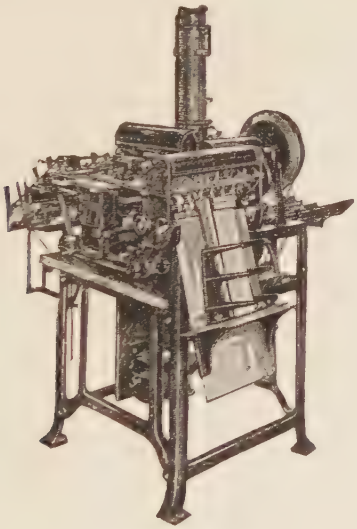
GRAPHOTYPE

Today it is used in over 450 lines of business in several scores of ways, to which new applications are being added at frequent intervals.

The rubber stamps of the first model have been replaced by metal plates, which are stamped in typewriter type. These plates are filed in card index drawers.

An addressograph outfit is made up of two distinct machines; one for stamping the plates (page 276), and one for the addressing (shown below). When the operator is ready to address pieces of mail to all persons whose names appear on the mailing list, she places a drawer of plates upright in the rack at the back of the machine, places the empty drawer in a rack underneath the machine, and turns on the motor. As she feeds each mailing piece into the machine at the printing point, the machine automatically carries forward a plate, prints the address, and drops the plate into the drawer underneath the machine. When all of the plates have gone through the machine, the full drawer is placed in the files.

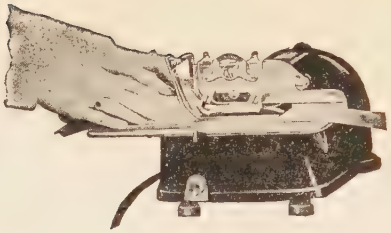
The Addressograph is manufactured by the Addressograph Company, 405 South Peoria Street, Chicago.



ADDRESSOGRAPH

LIGHTNING LETTER OPENER

Opening mail at the rate of five hundred letters a minute, a mere fraction of the time occupied by the paper knife, a small electrically-driven machine (page 278) is proving a highly effective builder of efficiency in business offices by saving money, time, labor and patience. With this machine, one person can open the mail in less time than five or more by the old method, and with greater safety and accuracy.



LETTER OPENER

Not only is confusion thereby reduced to a minimum, but responsibility is unquestionably centered.

This machine, built by the Bircher Company and known as the Lightning Letter Opener, occupies but little space and can be placed on any table, desk or counter, all litter thereby being confined to a restricted area.

Attached to an ordinary lamp socket, it is set in motion, by a mere snap of a switch, through the medium of a motor mounted within the case and consuming an amount of power so small as to be almost negligible.

Mechanically, the machine is so simple of construction that not only are repairs reduced to a minimum, but any person of ordinary intelligence, after two or three minutes' practice can operate it proficiently.

The envelopes are placed on the feed table in a stack of forty or fifty at a feeding, and conveyed automatically one at a time, by a feed belt, through two rapidly revolving circular knives which cut a very small shaving from the exposed edge of the envelope. The letters are then carried automatically into a stacker.

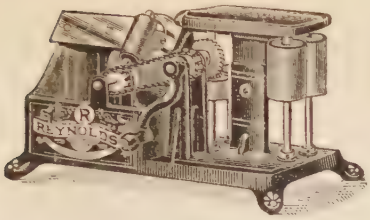
This machine is also made in two hand operated models.

This machine is manufactured by The Bircher Company, Inc. Rochester, N. Y.

LETTER SEALER

Long ago letters were sealed with wax. No doubt you have seen legal documents or valuable parcels so sealed. Such a way was all right for personal correspondence or for important communications, but dispatch of letters in large quantities, such as are used in modern business, demands quicker and more uniform methods.

The first improvement was the ready-made envelope with gummed flap, and for a long time people used these by hand methods, spreading



LETTER SEALER

them out and sponging them, or moistening them individually, as the enclosures were inserted. This was fast compared to the use of wax, but it was not fast enough.

The uniformity of the gumming on the flaps made it a comparatively easy matter to construct machines that would moisten and close them at a rapid rate.

The earliest letter sealing machines were made with felt or wick moisteners. Dripping water, or water drawn up by the material came in contact with the gum as the flap was passed across the wick. So long as the operators took good care of these devices they served their purpose well, but a little carelessness would result in the wick becoming useless, and the letters would pass through without being properly moistened, and, consequently, were not securely sealed. Other parts, such as little rollers turning in water running down from a bottle, or moistened brushes, have been offered on machines made by various manufacturers.

It remained for a Chicago man, Dr. H. J. Reynolds, to apply the principle to envelope sealing which was to make it at the same time, secure, rapid, economical and fool-proof. He conceived the idea of a rustless metal cone, turning vertically in a vessel of water with a rubber roller lying against it and by its pressure not only serving the purpose of carrying the envelope forward automatically, but also regulating the amount of water, and pressing it into the dry gum.

He built this into an extremely simple machine which gives uniform moisture, carries the envelopes through compression rolls, and then turns them face-up in regular order ready for stamping and mailing.

The REYNOLDS Envelope Sealer is operated by hand, but it is so simple that it can be used as rapidly as many electric machines, and it is so free from complicated parts that all sizes of general office mail can be put through it without any adjustments, and on account of its reliable moisture supply, the operator is sure the mail is sealed.

It is manufactured by W. L. McKay & Co., Chicago

THE DICTAFORM

In some offices the correspondence is of such a nature that while certain parts of many letters received require personal attention, there are arguments, descriptions, remarks, data, etc., that must be frequently repeated.

DICTAFORM

Time is saved and a uniform quality of composition insured by carefully preparing copies of these frequently used paragraphs and filing them for quick reference. Where this system is in use, the man in charge of the correspondence indicates to his stenographer by number, letter, or key word, whatever standardized paragraphs he wishes her to put in his letters.

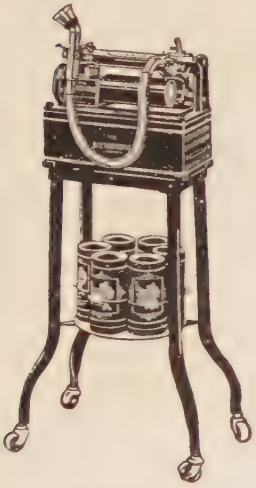
The Dictaform is a file made up of linen lined hinged cards with tabs. The standard items are attached to the cards. Changes can be made almost instantly and as frequently as may be desired.

The Dictaform is manufactured by Meilicke Calculator Company, 940 Wrightwood Avenue, Chicago.

THE DICTAPHONE

In many offices the correspondence is recorded on wax phonograph cylinders and transcribed by typists. A dictaphone outfit consists of three machines. The dictating machine (page 281) is the one the dictator uses. He simply talks his letters into the machine instead

of writing them or dictating them to a stenographer. If he wishes he can, by moving a lever, listen at any time to what he has said. Provision is also made for indicating to the typists any changes or corrections to be made.



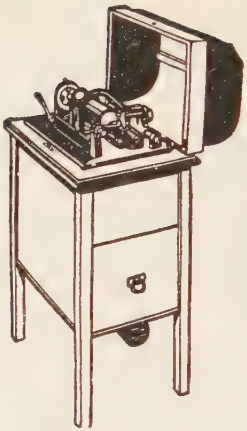
DICTATING MACHINE

TRANSCRIBING MACHINE

The transcribing machine is controlled by a foot pedal placed conveniently under the operator's desk. By means of a special device, the operator can vary the speed to suit her convenience. She places the listening tubes in her ears, listens to the dictation, and writes it on the typewriter.

After the dictation on a cylinder has all been transcribed, the cylinder is placed in a shaving machine (page 282), and the dictation is shaved off. A cylinder may be used from eighty-five to a hundred and twenty-five times. A cylinder will hold eight or ten ordinary business letters. It will thus be seen that each cylinder may be used for several hundred letters.

The advantage of the use of the dictaphone is that the time consumed by the stenographer in taking dictation in shorthand is saved. Dictation and transcribing can be going on at the same time, and



SHAVING MACHINE

letters may be dictated when the secretary is not present. It is being used extensively by large concerns where the volume of correspondence is heavy. It is particularly adaptable to short letters and routine dictation. Objection is sometimes heard to it that it is not suitable for dictation in which frequent changes must be made.

The dictaphone is manufactured by the Dictaphone Corporation.

CHAPTER XVI

ABBREVIATIONS

COMMERCIAL CHARACTERS

At	@	Pounds	℔
Account	a/c	Check mark	√
Per centum, or, by the hundred	%	Old account	O a/c
		New account	N a/c
Care of	c/o	Three and one-fourth	3^{1}
Cents	¢	Eight and two-fourths	8^{2}
Dollars	$	Five and three-fourths	5^{3}
Pounds Sterling	£		

ABBREVIATIONS OF TITLES

Administrator	Admr.	Librarian	Lib.
Admiral	Adm.	Lieutenant	Lieut.
Corresponding Secretary	Cor. Sec.	Member of Congress	M. C
Cashier	Cash.	Member of Parliament	M. P.
Colonel	Col.	Mistress	Mrs.
Captain	Capt.	Mister	Mr
Doctor of Divinity	D. D.	Professor	Prof.
Doctor of Medicine	M. D.	Principal	Prin.
Doctor of Philosophy	Ph. D.	President	Pres.
Doctor of Civil Law	D. C. L	Reverend	Rev.
Doctor of Laws	LL. D.	Right Honorable	Rt. Hon.
Esquire	Esq.	Recording Secretary	Rec. Sec.
General	Gen.	Secretary	Sec.
Gentlemen	Messrs.	Superintendent	Supt.
Governor	Gov.	Treasurer	Treas.
Honorable	Hon.	Vice-President	V.-Pres't

ABBREVIATIONS FOR THE MONTHS

January	Jan.	July	July
February	Feb	August	Aug
March	Mar.	September	Sept
April	Apr.	October	Oct.
May	May	November	Nov.
June	June	December	Dec.

ABBREVIATIONS OF THE STATES AND TERRITORIES

As Recommended by the Postoffice Department

Alabama	Ala.	Nevada	Nev.
Alaska	Alaska	New Hampshire	N. H.
Arizona	Ariz.	New Jersey	N. J.
Arkansas	Ark.	New Mexico	N. Mex.
California	Cal.	New York	N. Y.
Colorado	Colo.	North Carolina	N. C.
Connecticut	Conn.	North Dakota	N. Dak.
Delaware	Del.	Ohio	Ohio
District of Columbia	D. C.	Oklahoma	Okla.
Florida	Fla.	Oregon	Ore.
Georgia	Ga.	Pennsylvania	Pa.
Idaho	Idaho	Philippine Islands	P. I.
Illinois	Ill.	Porto Rico	P. R.
Indiana	Ind.	Rhode Island	R. I.
Iowa	Iowa	Samoa	Samoa
Kansas	Kans.	South Carolina	S. C.
Kentucky	Ky.	South Dakota	S. Dak.
Louisiana	La.	Tennessee	Tenn.
Maine	Maine	Texas	Tex.
Maryland	Md.	Utah	Utah
Massachusetts	Mass.	Vermont	Vt.
Michigan	Mich.	Virginia	Va.
Minnesota	Minn.	Washington	Wash.
Mississippi	Miss.	Wisconsin	Wis.
Missouri	Mo.	West Virginia	W. Va.
Montana	Mont.	Wyoming	Wyo.
Nebraska	Nebr.		

COMMERCIAL ABBREVIATIONS

Abbreviations are subject to the same rules of capitalization as the words or phrases which they represent.

Acceptance	acc.	Assorted	asst.
Account	acct.	Attorney	atty.
Account current	acct. cur.	Average	av.
Account sales	acct. sales		
Advertisement	ad.	Balance	bal.
Afternoon	p. m.	Bale	bl.
Agent	agt.	Bank	bk.
Agreement	agmt.	Bank book	bk. b.
All correct	O. K.	Barrel	bbl.
Amount	amt.	Basket	bkt.
And so forth	etc. or &c	Bill book	b. bk.
Appendix	app.	Bill of lading	B/L or b. l
Article	art.	Bills payable	B/P or b. p.
Assistant	asst.	Bills receivable	B/R or b. r

Bill rendered.....b. rend.
Bill of sale.....B/S or b. s.
Black.....blk.
Boards.....bds.
Bought.....bt.
Box.....bx.
Brought.....brt.
Brought over.....B O
Building.....bldg.
Bundle.....bdl.
Bushel.....bu.
Buyer's option.....B O or b. o.
Buyer's option to purchase within 30 days.....B. 30
By the hundred.....p. c.
By way of.....via

Capital.....cap.
Cartage.....ctge.
Cases.....C/s or cs.
Cents.....c. or cts.
Charges.....chgs.
Collect on delivery..C. O. D.
Commercial.....com.
Commission.....com.
Consignment.....const.
Copper.....cop.
Crate.....cr.
Creditor.....Cr.

Day.....da.
Day book.....d. b.
Debtor.....Dr.
Department.....dept.
Deposit.....dep.
Discount.....disct.
Dividend.....div.
Dozen.....doz.
Draft.....dft.
Dram.....dr.
Drayage.....dray.

Each.....ea.
English.....Eng.
Entered.....entd.
Errors and omissions excepted.....e. & o. e.
Errors excepted.....e. e.
Example.....ex.
Exchange.....exch. or ex.
Expense.....exp.
Express.....exp.

Feet or foot.....ft.
Figure.....fig.
Figured.....fig'd
Firkin.....fir.
Folio.....f. or fol.
Foolscap.....fcp.
Forenoon.....a. m.
For example.....e. g.
Forward.....for'd
Free on board.....f. o. b.
Freight.....frt.
Francs.....fr.
French.....Fr.

Gallon.....gal.
Gill.....gi.
Grain.....gr.
Great gross.....gr. gro.
Gross.....gro.
Guarantee.....guar.

Half.....hf.
Handkerchief.....hdkf.
Hogshead.....hhd.
Hundred.....hund. or C
Hundredweight.....cwt.

Imported.....imp.
Inches.....in.
Insolvency.....insol.
Instant.....inst.
Insurance.....ins.
Interest.....int.
Inventory.....invt.
Invoice.....inv.
Invoice book.....i. b.
Inward invoice book..i. i. b.
I owe you.....I O U

Journal.....jour.
Journal folio.....jour. f.
Junior.....Jr.

Last month.....ult.
Ledger.....l. or ledg.
Ledger folio.....l. f.
Letter book.....l. b.
Limited.....ltd.
Long ton.....l. t.

Mail order department....m. o. d
Manufactured....mfd.
Manufacturer....mfr.
Manufacturing....mfg.
Manuscript....MS
Manuscripts....MSS
Memorandum....mem.
Merchandise....mdse.
Minute....m. or min.

Namely....viz.
New ledger....n. l.
Next month....prox.
Notary Public....N. P.
Note Book....n. b.
Number....No. or #
Numbers....Nos.

Old account....o. a.
Ounce or ounces....oz.
Outward Invoice Book....o. i. b.

Package....pkg.
Page....p.
Pages....pp.
Paid....pd.
Pair....pr.
Pass book....p. b.
Payment....payt.
Peck....pk.
Pence....d.
Percent....p. c.
Petty cash book....p. c. b.
Piece....pc.
Pint....pt.
Postoffice....p. o.
Postscript....PS.
Pound....lb. or #
Preferred....pref.
Present month....inst.
Profit and loss....p. & l.

Quart....qt.
Quarter....qr.

Railroad....R. R.
Railroad bonds....r. bds.
Railway....Ry.
Received....recd.
Received payment....recd. payt.
Receiver....recr.
Registered....reg.
Returned....ret.

Saint....St.
Sack....sk.
Sales book....s. b.
Schooner....schr.
Seller's option....S/O or s. o.
Senior....Sr.
Shilling....s.
Shipment....Shipt.
Ship....sh.
Share....sh.
Sight draft....st. dft.
Square foot....sq. ft.
Square yard....sq. yd.
Steamboat....stbt.
Steamer....str.
Storage....stor.
Street....st.
Sundries....sdy.
Superfine....super.
Superintendent....supt.

Telegraph....tel.
That is....i. e.
The same....do.
The year of our Lord....A. D.
Thousand....M
Tierces....tc.
Time book....t. b.
Transpose....tr.
Treasurer....treas.
Trial balance....t. b.

United States....U. S.
United States Mail....U. S. M

Versus....v. or vs.
Vessel....ves.
Volume....vol.

Waybill....w. b.
Weight....wt.
Without dividend....ex. div.

Yard....yd.
Year....yr.

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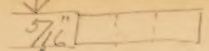
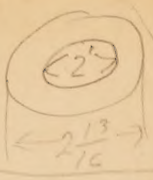
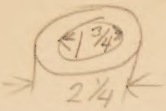
Rear External Felt Washer





Front Felt Washer



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